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SEPTEMBER, 1933

Fordham University

BULLETIN OF INFORMATION

1932-1933

CATALOGUE OF
THE UNIVERSITY
WITH ANNOUNCEMENTS
FOR 1933-1934

Published by
FORDHAM UNIVERSITY
NEW YORK, N. Y.

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GENERAL CONTENTS

PART I. Officers of Administration of the University

PART II. Catalogue of Fordham College

PART III. Catalogue of the School of Law

PART IV. Catalogue of the College of Pharmacy

PART V. Catalogue of Fordham College (Manhattan Division). Teachers College, Graduate School and Business School

PART VI. Catalogue of the School of Sociology and Social Service

PART VII. Summer School Announcement

PART I

OFFICERS
OF
ADMINISTRATION
1932-1933

FORDHAM UNIVERSITY

OFFICERS OF ADMINISTRATION

THE VERY REV. ALOYSIUS J. HOGAN, S.J., PH.D.
President

THE REV. CHARLES J. DEANE, S.J.
Vice-President and Dean, Fordham College

THE REV. JOSEPH T. KEATING, S.J.
Treasurer

THE REV. THOMAS C. HUGHES, S.J.
Dean, Fordham College (Manhattan Division), and School of Business

THE REV. JOSEPH A. LENNON, S.J.
Dean, Teachers College

THE REV. LAWRENCE A. WALSH, S.J.
Dean, Graduate School

IGNATIUS M. WILKINSON, A.B., LL.B., LL.D.
Dean, School of Law

JAMES H. KIDDER, A.B., M.D.
Dean, College of Pharmacy

THE REV. MATTHEW L. FORTIER, S.J.
Dean, School of Sociology and Social Service

PART II

CATALOGUE
FORDHAM COLLEGE

JULY, 1933

Fordham University

BULLETIN OF INFORMATION

CATALOGUE OF

Fordham College

(FORDHAM ROAD, BRONX)

NEW YORK CITY

1932-1933

ANNOUNCEMENTS FOR 1933-1934

Published by
FORDHAM UNIVERSITY
NEW YORK, N. Y.

UNIVERSITY CHARTER

On March 7, 1907, an amendment was made to the College Charter by the following act of the Regents:

UNIVERSITY OF THE STATE OF NEW YORK

AMENDMENT TO CHARTER OF ST. JOHN'S COLLEGE, FORDHAM

Having received a petition made in conformity to law and being satisfied that public interests will be promoted by such action, the Regents, by virtue of the authority conferred on them, hereby amend the charter of St. John's College, Fordham, by changing its corporate name to

FORDHAM UNIVERSITY

And giving to its Medical department the name of FORDHAM UNIVERSITY, SCHOOL OF MEDICINE; to its Law department the name of FORDHAM UNIVERSITY, SCHOOL OF LAW; and to its Collegiate department the name of FORDHAM UNIVERSITY, ST. JOHN'S COLLEGE.

In witness whereof, the Regents grant this amendment to charter No. 1808, under seal of the University, at the Capitol in Albany, March 7, 1907.

ST. CLAIR MCKELWAY,
Vice-Chancellor.

A. S. DRAPER,
Commissioner of Education.

Recorded and took effect 2.30 p. m., March 7, 1907.

An amendment was made to the above charter, November 19, 1931, changing the name of the Collegiate department to FORDHAM COLLEGE.

CATALOGUE OF
FORDHAM COLLEGE (BRONX)
FORDHAM UNIVERSITY

CONTENTS

University Charter 2

Calendars, 1933-1934 6

Academic Calendar 7

Expenses 9

Historical Statement 12

Executive Officers 13

The Faculty 14

Scholarships 19

System of Education 23

Requirements for Admission 31

Requirements for the A.B. and B.S. Degrees 34

Schedule of Courses and Credits 35

Outline of Courses 36

College Organizations 71

Degrees Conferred 88

Honors and Prizes 98

Calendar for 1933

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ACADEMIC CALENDAR

1933

Sept.	11	Monday	Opening of Classes for Sophomores and Freshmen. Schola Brevis at 9.30 A. M. Resident Sophomore and Freshman students report Sunday, September 10, before 6 P. M. Freshman Week. Examinations for removal of conditions for upper classes.
Sept.	12	Tuesday	Resident Junior students report before 8 P. M. Freshman Week. Examinations for removal of conditions for upper classes.
Sept.	13	Wednesday	Opening of Classes for Juniors. Schola Brevis, 9.30 A. M. Freshman Week. Examinations for removal of conditions for upper classes.
Sept.	14	Thursday	Freshman Week. Examinations for removal of conditions for upper classes.
Sept.	15	Friday	Freshman Week. Examinations for removal of conditions for upper classes.
Sept.	18	Monday	Opening of Classes for Seniors. Schola Brevis, 9.30 A. M.
Sept.	22	Friday	Solemn Mass of the Holy Ghost.
Sept.	25	Monday	College Societies and Organizations reorganize.
Oct.	12	Thursday	Columbus Day. Holiday.
Oct.	23	Monday	Opening of Annual Retreat.
Oct.	26	Thursday	Close of Annual Retreat.
Nov.	1	Wednesday	All Saints' Day. Holiday.
Nov.	7	Tuesday	Election Day. Holiday.
Nov.	10	Friday	Minor Logic Specimen. End of First Quarter.
Nov.	30	Thursday	Thanksgiving Day. Thanksgiving Holidays to Monday, December 4.
Dec.	8	Friday	Feast of the Immaculate Conception. Holiday.
Dec.	14	Thursday	Presentation of Annual Play.
Dec.	15	Friday	Presentation of Annual Play.
Dec.	20	Wednesday	Christmas Holidays begin at 12 Noon.

1934

Jan.	3	Wednesday	Christmas Holidays end. Final Examination in English Composition for First Semester at 9 A. M.
Jan.	8	Monday	General Repetitions begin.
Jan.	17	Wednesday	End of Second Quarter.
Jan.	18	Thursday	Examinations for First Semester begin.
Jan.	29	Monday	Semester Holiday.
Jan.	30	Tuesday	Second Semester begins.
Feb.	12	Monday	Lincoln's Birthday. Holiday.
Feb.	14	Wednesday	Ash Wednesday.
Feb.	16	Friday	Annual One-Act Play Contest.
Feb.	22	Thursday	Washington's Birthday. Holiday.
Mar.	7	Wednesday	Annual Oratorical Contest.
Mar.	16	Friday	End of Third Quarter.
Mar.	17	Saturday	St. Patrick's Day.
Mar.	21	Wednesday	Annual Glee Club Concert.
Mar.	23	Friday	Public Philosophical Disputation.
Mar.	26	Monday	Seniors' Retreat.
Mar.	28	Wednesday	Easter Holidays begin.
Apr.	9	Monday	Easter Holidays End. Final Examination in English Composition for Second Semester, 9 A. M.
Apr.	27	Friday	Freshman One-Act Play Contest.
May	7	Monday	General Repetitions Begin.
May	9	Wednesday	Sodality Mass and Reception.
May	10	Thursday	Ascension Thursday. Holiday.
May	11	Friday	End of Fourth Quarter.
May	14	Monday	Senior Examinations begin.
May	16	Wednesday	R. O. T. C. Demonstration Drill.
May	30	Wednesday	Decoration Day. Holiday.
May	31	Thursday	General Examinations begin.
June	10	Sunday	Baccalaureate Sermon.
June	13	Wednesday	Commencement.

Opening of College, Scholastic Year, 1934-1935

Sept.	17	Monday	Opening of Classes for Sophomores and Freshmen.
Sept.	19	Wednesday	Opening of Classes for Juniors.
Sept.	24	Monday	Opening of Classes for Seniors.

EXPENSES

(Note: All fees, unless otherwise noted, are for the whole scholastic year.)

Tuition	$200.00
Registration fee (payable once)	5.00
Student activities fee	30.00
Athletic fee	20.00
Laboratory fee for Physics	20.00
" " " Biology	25.00
" " " Chemistry, Inorganic	20.00
" " " " Qualitative	25.00
" " " " Quantitative	20.00
" " " " Organic	25.00
" " " " Physiological	20.00
Breakage deposit for Physics	10.00
" " " Biology	10.00
" " " Chemistry, each course	25.00
Condition examinations, each subject	2.00
Condition examinations and tests taken on other than scheduled date.	5.00
Fee for late registration	5.00
Extra courses, per credit point	7.50
Graduation fee	20.00
Fee for first record of student's work for any year	1.00
Fee for additional record	2.00

Additional Expenses For Resident Students

Board and Resident Facilities*	450.00
Furnished Room and Attendance:	
St. John's Hall—Upper Classmen only—	
Suite of three rooms (two students, each)	250.00
Single room (two students, each)	160.00
Other Residence Halls—	
Single room, with running water (two students, each)	160.00
Single room, without running water (two students, each)	135.00
Attendance in College Infirmary, per day**	2.00
Post Office Facilities***	3.00

*Laundry must be cared for by students.

**The use of room in the college infirmary with attendance does not include professional services.

***One dollar returnable at end of year.

All charges are payable half-yearly in advance, *i. e.,* on or before the 1st of October and on or before the 6th of February.

No deduction will be made for lateness of arrival in either semester for a period of less than one month; nor will any deduction be made on account of withdrawal before the end of a semester, except in case of sickness or dismissal.

Books, stationery, etc., may be obtained at the college at current prices; they will not, however, be furnished by the college unless a deposit for this purpose be made with the Treasurer.

Such deposit should be made at the time of registration.

No money will be advanced to any student beyond the amount deposited for him with the Treasurer.

No student will be allowed to take examinations, nor receive any degree, diploma, or certificate whatsoever until his financial accounts have been previously and satisfactorily settled.

Regulations for Resident Students

All students in the college who do not reside at home, or with immediate relatives, or with guardians, are required to reside in the University Residence Halls.

No resident student will be permitted to follow any course or courses which will in any way interfere with any study period in the college.

Room reservations must be accompanied by a deposit of ten dollars ($10.00). This deposit is credited on the First Semester statement. No applications will be received for rooms for less than one scholastic year. The approval of the application makes the student responsible for the room for the entire year. Rooms will be assigned in the order in which the application with the required deposit is received.

Students in residence must make application for rooms for the following year before June 1, which application must be accompanied by the room deposit of ten dollars ($10.00).

The right to a room for which a deposit has been made expires if the room is not occupied the evening before the opening of classes.

In case a student who has made a deposit decides not to enter the college, he should send notification before September 1. After that date no deposits will be returned.

Resident students will not be allowed to remain at the college during the Christmas and Easter holidays.

HISTORICAL STATEMENT

Fordham University, New York, began as St. John's College. It was founded by Archbishop Hughes upon the old Rose Hill Farm at Fordham, and formally opened on St. John the Baptist's Day, June 24, 1841. On April 10, 1846, an act of incorporation was passed by the New York Legislature, granting the College the power to "confer such literary honors, degrees or diplomas as are usually granted by any university, college or seminary of learning in the United States."

For the first five years of its existence the College was conducted by the diocesan clergy of New York, but in June, 1846, the property was purchased by the Fathers of the Society of Jesus. Since then the institution has been under the direction of the Jesuits.

On June 21, 1904, with the consent of the Regents of the University of the State of New York, the Board of Trustees authorized the opening of the Schools of Law and Medicine. The first classes in both of these departments were begun in the fall of 1905.

In 1911, the College of Pharmacy was opened, and in 1916 the Graduate School, Teachers College and the School of Sociology and Social Service. The Medical School was discontinued in 1921. The latest departments are the Summer School, the Manhattan Division of Fordham College and the School of Business.

Fordham College (Bronx), the College of Pharmacy, the Bronx Division of the Law School and the Summer School are at Fordham Road, Bronx, New York City; all the other departments are in the Woolworth Building, 233 Broadway, New York City.

OFFICERS

1932-1933

THE VERY REV. ALOYSIUS J. HOGAN, S.J.
PRESIDENT

THE REV. CHARLES J. DEANE, S.J.
VICE-PRESIDENT AND DEAN

THE REV. WILLIAM A. WHALEN, S.J.
DEAN OF DISCIPLINE

THE REV. JOSEPH T. KEATING, S.J.
TREASURER

THOMAS A. REILLY, A.B., LL.B.
REGISTRAR

THE FACULTY
1932-1933

DANIEL J. AHEARN, JR., A.B., LL.B.,
Assistant Professor of English, Oral English, Freshman, and Economics, Freshman and Sophomore.

ANTHONY M. AMBROSE, PH.D.,
Professor of Biochemistry.

REV. JOSEPH ASSMUTH, S.J.,
Professor of Biology, Histology, Embryology and Physiology.

DAVID J. BANNON, JR., M.A., LL.B.,
Assistant Professor of Physics.

WALTER L. BATTEN, A.B., LL.B.,
Instructor in Ethics, Senior.

REV. JOSEPH F. BEGLAN, S.J.,
Professor of Philosophy and Religion, Junior.

RALPH L. BERUBE, B.S.,
Professor of French, Freshman and Sophomore.

EDMUND F. BOWEN, C.P.A.,
Assistant Professor of Business Administration.

JOHN TAYLOR BREEN, A.B., LL.B.,
Professor of Public Speaking, Senior.

CHARLES T. BRODERICK, A.B.,
Instructor in Ethics, Senior.

FRANCIS J. BROGAN, PH.D.,
Professor of Inorganic Chemistry.

GERALD J. CARROLL, M.D.,
Attending Physician.

LEOPOLD R. CERECEDO, PH.D.,
Professor of Organic Chemistry.

VINCENT F. CLANCY, A.B.,
Instructor in Physical Training.

REV. JOHN J. COLLIGAN, S.J.,
Professor of Philosophy and Religion, Junior.

FRANCIS X. CONNOLLY, M.A.,
Professor of English, Freshman and Sophomore, and Oral English, Freshman.

WILLIAM J. CONWAY, M.A.,
Professor of Inorganic Chemistry.

REV. IGNATIUS W. COX, S.J.,
Professor of Ethics and Religion, Senior.

J. GERARD CREGAN, M.A., LL.B.,
Professor of Oral English, Freshman, and English, Sophomore.

MARK T. CROWLEY, PH.D.,
Professor of Biology, Histology, Embryology and Comparative Anatomy, and Botany.

RALPH O. DATES, A.B.,
Instructor in Psychology, Senior.

REV. CHARLES J. DEANE, S.J.,
Professor of Religion, Freshman.

REV. FRANCIS P. DONNELLY, S.J.,
Professor of Latin, English and Greek, Sophomore.

BASILE G. D'OUAKIL, M.A., LL.B.,
Professor of French, Freshman, Sophomore and Junior, and Spanish, Freshman.

JOHN C. DUFFY, M.A.,
Assistant Professor in Greek, Sophomore and Freshman.

REV. THEODORE T. FARLEY, S.J.,
Professor of Philosophy and Religion, Junior.

REV. JOHN P. FITZPATRICK, S.J.,
Professor of Religion, Sophomore.

RICHARD J. FOY, A.B.,
Professor of History, Sophomore.

REV. AUGUSTUS M. FREMGEN, S.J.,
Professor of Latin, Greek and Religion, Freshman.

WILLIAM H. HAMILL, M.S.,
Professor of Physical Chemistry.

REV. I. LEO HARGADON, S.J.,
Librarian.

JOHN P. HAYES, A.B.,
Assistant Instructor in Physical Training.

WILLIAM P. HURLEY, M.S.,
Professor of Physics, Freshman.

WALTER A. HYNES, Sc.D.,
Professor of Qualitative Analysis.

ALBERT F. KAELIN, M.A.,
Professor of Greek, Freshman, and German, Freshman and Sophomore.

MAJOR EDWARD L. KELLY, C.A.C., U.S.A.,
Professor of Military Science and Tactics.

WALTER A. KENNEDY, A.B.,
Instructor in Business Administration, Freshman and Sophomore.

GEORGE H. LEONARD, A.B., LL.B.,
Professor of English, Freshman.

GABRIEL M. LIEGEY, M.A., LL.B.,
Professor of Latin, English and French, Freshman.

REV. J. JOSEPH LYNCH, S.J.,
Professor of Physics, Junior.

WILLIAM F. LYNCH, A.B.,
Assistant Professor of Greek, Freshman and Sophomore.

REV. ALOYSIUS R. MACK, S.J.,
Professor of Religion, Sophomore.

HAROLD J. McAULEY, A.B., LL.B.,
Professor of English, Sophomore.

JAMES H. McCABE, A.B.,
Professor of English, Freshman, and Advanced English, Junior and Senior.

REV. HENRY A. McGARVEY, S.J.,
Professor of Latin, English and Religion, Freshman.

THOMAS McHUGH, A.B., LL.B.,
Professor of English and French, Freshman.

WILLIAM T. McNIFF, M.A.,
Professor of Physics, Sophomore.

JOHN F. MAHONEY, B.S., C.P.A.,
Professor of Business Administration.

REV. MICHAEL J. MAHONY, S.J.,
Professor of History of Philosophy, Senior.

FIRST LIEUT. ERNEST A. MERKLE, C.A.C.,
Assistant Professor of Military Science and Tactics.

JOSEPH B. MONAGHAN, S.J.,
Professor of Latin and English, Freshman.

JOHN B. MORRIS, S.J.,
Professor of Latin and English, Freshman.

REV. JOSEPH B. MUENZEN, S.J.,
Professor of Organic Chemistry.

JAMES A. MULLEN, PH.D.,
Professor of Biology, Histology, Embryology and Bacteriology.

WALTER J. MULLIN, B.S.,
Professor of Physics.

REV. HAROLD MULQUEEN, S.J.,
Professor of Philosophy and Religion, Junior.

REV. JOSEPH A. MURPHY, S.J.,
Professor of Psychology and Religion, Senior.

JOSEPH S. MURPHY, A.B.,
Professor of Latin, Freshman and Sophomore, and Greek, Sophomore.

MARIO J. NARDELLI, M.A.,
Professor of Mathematics, Freshman.

REV. VINCENT DE P. O'BEIRNE, S.J.,
Professor of Religion, Freshman.

JAMES J. O'BRIEN, A.B.,
Professor of French, Freshman and Sophomore.

JOSEPH V. O'NEILL, A.B., LL.B.,
Professor of Mathematics and Greek, Freshman, and Business Law, Senior.

REV. FRANCIS W. POWER, S.J.,
Professor of Quantitative Analysis.

FRANCIS S. QUINLAN, PH.D.,
Professor of Inorganic Chemistry.

FRANCIS A. SCHAEFER, PH.D.,
Professor of Latin, Freshman and Sophomore, and Advanced Latin, Junior and Senior.

ALBERT L. SCHEIBELHUT, A.B., LL.B.,
Professor of Mathematics, Sophomore, and German, Freshman.

RAYMOND G. SCHOUTEN, S.J.,
Professor of Latin, Greek and English, Freshman.

CARL P. SHERWIN, M.S., M.A., SCD., M.D., DR.P.H., LL.D.,
Professor of Biochemistry.

WILLIAM T. SHIELDS, A.B.,
Professor of Economics, Freshman, Sophomore, Junior and Senior.

HAROLD J. SULLIVAN, M.A.,
Assistant Professor of Physics.

REV. JAMES A. TAAFFE, S.J.,
Professor of English and Latin, Sophomore.

SAMUEL F. TELFAIR, JR., M.A.,
Professor of History, Sophomore, Junior and Senior.

JOHN M. VICK, A.B.,
Professor of French and Spanish, Freshman and Sophomore.

REV. JOSEPH B. WALSH, S.J.,
Professor of Philosophy and Religion, Junior.

THOMAS P. WARD, S.J.,
Professor of History, Sophomore.

JOSEPH T. WEBBER, S.J.,
Professor of Latin and English, Sophomore.

REV. WILLIAM A. WHALEN, S.J.,
Professor of Religion, Freshman.

WILLIAM R. WHITE, JR., A.B.,
Instructor in Psychology, Senior.

JULIUS M. WINSLOW, PH.D.,
Professor of Education, Junior and Senior.

LEO K. YANOWSKI, PH.D.,
Professor of Inorganic Chemistry.

SCHOLARSHIPS

To found a full resident-student scholarship the sum of twenty thousand dollars is required. Non-resident student scholarships require five thousand dollars. Partial scholarships may also be established, yielding three-fourths, one-half, or one-quarter of the income of a full scholarship. Students holding a partial scholarship will be required to pay the amount their scholarships fall short of the full tuition. Those not prepared to found a partial scholarship may be able to pay the annual tuition for one non-resident student.

To give a capable and deserving young man an opportunity to receive a thoroughly Catholic education, and so aid him to become a better Christian and a better citizen, ought to urge friends of Catholic education to found scholarships, and so accomplish lasting good for the individual and for society, while helping us to make our great work self-supporting and permanent.

Students holding scholarships are required to maintain an average of at least 80 per cent. in all subjects; failure to do so entails forfeiture of the scholarship.

Further particulars regarding the subject-matter of the examinations, etc., will be forwarded on application.

Examinations for all competitive scholarships are held the last week in June.

Scholarships for the assistance of students of Fordham College have been endowed as follows. Unless otherwise stated, the endowment is in perpetuity:

The Rev. Patrick F. Dealy, S.J., Scholarship, founded by the Hon. William R. Grace in memory of the Rev. Patrick F. Dealy, S.J.

The St. Ignatius Scholarships, four in number, endowed to assist students from the parish of St. Ignatius Loyola in the City of New York.

The Rt. Rev. Henry A. Brann, D.D., Scholarship, founded by the Rt. Rev. Henry A. Brann, D.D., A.B., '57, LL.D., '91. Appointed by the Rector of St. Agnes' Church, New York City.

The Class of 1884 Scholarship.

The Rev. Michael Cunningham Scholarships, two in number.

The Mooney Scholarship, founded by John Mooney in memory of his father and mother, Patrick and Bridget Mooney.

The O'Donnell Scholarship, founded by Neil and Hugh O'Donnell.

The Andrew J. Heide Scholarship, founded by Henry J. Heide in memory of his son, Andrew J. Heide, '05.

The McCusker Scholarships, four in number, founded by Miss Mary V. McCusker, in memory of herself, her father, mother and sister. Appointed by executor of the estate.

The Arthur H. Murphy Scholarship, No. 3, founded in memory of Arthur H. Murphy.

The Peter McDonnell Scholarship, founded by members of the McDonnell family, in memory of their father, Peter McDonnell.

The Rev. W. G. Read Mullen, S.J., Scholarship.

The John Joseph Scott Scholarship.

The Rev. Michael A. Tully, S.J., Scholarship.

The Alfonso de Navarro Scholarship.

The Peter F. Meyer Scholarship.

The John Whalen Scholarship.

Scholarships Donated Yearly, But Not Funded

The Knights of Columbus Scholarships, donated by the New York State Council and the New York City Chapter of the Knights of Columbus.

The John H. Griffin Scholarship, donated by William V. Griffin, in memory of his father, John H. Griffin.

The Alumni Sodality Scholarship.

The Vincent A. Brady Scholarship, donated by the Class of 1915, Fordham Prep.

The University Scholarships, awarded by the University of the State of New York.

The Holy Name Society of the Police Department Scholarship. Awarded to a son of a member of the Society.

The Regis High School Scholarships.

Council of Mothers' Clubs, Bryant High School, Scholarship.

Funded Scholarships

Scholarship	*Holder (1932-1933)*
The St. Ignatius Loyola Parish	*John M. Stanton, '36*
The Reverend Patrick F. Dealy, S.J.	*Clinton J. Maguire, '36*
The Right Reverend Henry A. Brann, D.D.	*James S. Scott, '36*
The Reverend Michael A. Cunningham	*Henry J. Bender, '33*
The Reverend Michael A. Cunningham	*Patrick F. Casey, '33*
The Mooney	*Alfonso G. Mistretta, '35*
The O'Donnell	*Raymond J. McCall, '34*
The Catherine McCusker	*William J. Rooney, '34*
The Peter McDonnell	*George G. McKenna, '36*
The Peter McDonnell	*Craig E. Porter, '36*
The Arthur H. Murphy, No. 3	*John J. Donovan, '35*
The John Joseph Scott	*James J. Geraghty, '35*
The Class of 1884	*Joseph T. Cashman, '35*
The Reverend W. G. Read Mullen, S.J.	*Stephen S. Gorey, Jr., '35*
The Alfonso de Navarro	*John A. Clear, '36*
The Alfonso de Navarro	*Theodore P. Roeser, '36*
The Reverend Michael A. Tully, S.J.	*William H. Power, '33*
The Peter F. Meyer	*Clemens G. Arlinghaus, '33*
The Andrew J. Heide	*Roger T. Lennon, '35*
The John Whalen	*Edward T. Roach, '36*

Scholarships Donated Yearly, Not Funded

The Knights of Columbus (N. Y. State Council)	*John A. Donohue, '33*
The Knights of Columbus (N. Y. State Council)	*William M. Partlan, '33*
The Knights of Columbus (N. Y. State Council)	*Edward A. Clark, '35*
The Knights of Columbus (N. Y. State Council)	*William E. Fitzpatrick, '35*
The Knights of Columbus (N. Y. State Council)	*John P. Sheahan, '33*

The Knights of Columbus (New York Chapter)	*John J. Burke, '33*
The Knights of Columbus (Long Island Chapter)	*Thomas F. Maher, '36*
The University of the State of New York . .	*Thomas M. Gilmartin, '33*
The University of the State of New York . .	*Walter J. Shannon, '33*
The University of the State of New York . .	*John F. Kennedy, '34*
The University of the State of New York . .	*Joseph T. Cashman, '35*
The University of the State of New York . .	*John J. Donovan, '35*
The University of the State of New York . .	*James J. Geraghty, '35*
The University of the State of New York . .	*William E. Fitzpatrick, '35*
The University of the State of New York . .	*Herman J. Herbert, '35*
The University of the State of New York . .	*John A. Clear, '36*
The University of the State of New York . .	*Richard J. Cotter, '36*
The University of the State of New York . .	*Joseph J. Joerg, '36*
The University of the State of New York . .	*Thomas F. McGann, '36*
The University of the State of New York . .	*Theodore P. Roeser, '36*
The Alumni Sodality	*August H. Brunner, Jr., '34*
Fordham University Scholarship	*Francis Connolly, '34*
Fordham University Scholarship	*Daniel J. McAuliffe, '34*
Fordham University Scholarship	*Joseph T. Quintavalle, '34*
The Holy Name Society, Police Department .	*James V. Sullivan, 35*
The Holy Name Society, Police Department .	*Daniel A. Curnan, '36*
The Regis High School	*James F. Brady, '33*
The Regis High School	*Robert G. Whalen, '34*
The Vincent J. Brady	*Justin L. Cashman, '33*
Council of Mothers' Clubs, Bryant High School	*Charles F. Walsh, '36*

SYSTEM OF EDUCATION

The educational system of FORDHAM COLLEGE is substantially that of all other Colleges of the Society of Jesus. Those who are desirous of making either a scientific or historical study of that system have abundant sources of information in the following works: *Monumenta Germaniæ Pedagogica,* Vols. II, V, IX, XVI; *Un Collège de Jésuites,* par C. De Rochemonteix, S.J. For a shorter commentary on the Ratio Studiorum, the reader is referred to *Jesuit Education* by Robert Swickerath, S.J.; *The Jesuits and Education,* William McGucken, S.J.; *La Pedagogie des Jesuites,* J. B. Herman, S.J.; *Saint Ignatius and the Ratio Studiorum,* E. A. Fitzpatrick.

The subjoined brief outline of the underlying principles of the system, the dominant features of its method and the object aimed at by its teaching, will give a general idea of its purpose.

Education, in its complete sense, is understood by us as the full and harmonious development of the intellectual, moral and physical powers of man. It is not, therefore, mere instruction or the acquisition of knowledge, although instruction and the acquisition of knowledge necessarily accompany any right system of education. But the gaining of knowledge is a secondary, or at any rate a concomitant, result of education. Learning is an instrument of education, not its end. The end is culture, and mental and moral development.

Hence, such instruments of education, that is, such studies, sciences or languages, are chosen as will effectively further the end proposed. These studies are selected, moreover, only in such numbers as are sufficient and helpful to ensure a gradual and natural development of the student's powers. A student who is to be educated will not be forced, in the short period of his college course and with his immature faculties, to study a multiplicity of the languages and sciences into which the vast world of modern

knowledge has been divided. If two or more sciences, for instance, give similar training to some mental faculty, that one is chosen which combines the most effective training with the largest and most fundamental knowledge.

The purpose of the mental training given is not proximately to fit the student for some special employment or profession, but to give him such a general, vigorous and rounded development as will enable him to cope successfully even with the unforeseen emergencies of life. While giving the mind stability, it tends to produce mental elasticity, the lack of which is one of the most hopeless and disheartening results of specialism in students who have not brought to their studies the uniform mental training given by a systematic college course. The studies, therefore, are so chosen and communicated that the student shall gradually and harmoniously reach, as nearly as may be, that measure of culture of which he is capable.

It is fundamental in the system of the Society of Jesus that different studies have distinct and peculiar educational values. Mathematics, the Natural Sciences, Language and History are complementary instruments of education to which the doctrine of equivalence cannot be applied. The specific training given by one cannot be supplied by another.

Furthermore, Language and History have always been held in esteem as leading factors in education. Mathematics and the Natural Sciences bring the student into contact with the material aspects of nature, and exercise the inductive and deductive powers of reasoning. Language and History effect a higher union; they are manifestations of spirit to spirit, and by their study and for their acquirement the whole mind of man is brought into widest and subtlest play. The acquisition of Language especially calls for delicacy of judgment and fineness of perception, and for a constant, keen and quick use of the reasoning powers. A special importance is attached to the classic tongues of Rome and Greece. As these are languages with a structure and idiom remote from the language of the student, the study of them lays bare before

him the laws of thought and logic, and requires attention, reflection and analysis of the fundamental relations between thought and grammar. In studying them the student is led to the fundamental recesses of language. They exercise him in exactness of conception in grasping the foreign thought, and in delicacy of expression in clothing that thought in the dissimilar garb of the mother-tongue. While recognizing, then, in education the necessity and importance of Mathematics and the Natural Sciences, which unfold the interdependence and laws of the world of time and space, the Jesuit system of education has unwaveringly kept Language in a position of honor as an instrument of culture.

Lastly, the system does not share the illusion of those who seem to imagine that education, understood as an enriching and stimulating of the intellectual faculties, has a morally elevating influence in human life. While conceding the effects of education in energizing and refining imagination, taste, understanding and powers of observation, we have always held that knowledge and intellectual development of themselves have no moral efficacy. Only religion can purify the heart, and guide and strengthen the will.

The Jesuit system of education, then, aims at developing, side by side, the moral and intellectual faculties of the student, and sending forth to the world men of sound judgment, of acute and rounded intellect, of upright and manly conscience. And since men are not made better citizens by the mere accumulation of knowledge, without a guiding and controlling force, the principal faculties to be developed are the moral faculties. Moreover, morality is to be taught continuously; it must be the vital force animating the whole organic structure of education. It must be the atmosphere the student breathes; it must suffuse with its light all that he reads, illuminate all that is noble, expose what is base, and give to the true and the false their relative light and shade.

In a word, the purpose of Jesuit teaching is to lay a solid substructure in the whole mind and character for any superstructure of science, professional and special; as well as for the upbuilding of moral, civil and religious life.

Religious Training

From the foregoing summary of Jesuit education, it is clear that the College authorities are convinced that without religion there can be no education in the true sense of the word, that is to say, no complete and harmonious development of the intellect and heart of man. They hold, furthermore, that religious truth, being definite and certain, may be taught with as much exactness as language and philosophy. Hence the study of religion is required, and lectures are given twice a week which cover the whole of Christian dogma and morals during the four years' college course. Devotions in honor of the Sacred Heart and the Mother of God, as well as other religious practices, are held during the year, and are of obligation. Moreover, all are required to attend regularly to their religious duties.

The Student Counsellor

To more effectively carry out this religious training, one of the Fathers of the Faculty is appointed as counsellor or adviser of the students. His principal duty is to direct the spiritual activities of the College and the various religious societies and sodalities, in regard to which he exercises much the same supervision as the Dean of Discipline exercises in his department.

He provides opportunities for the students to receive the Sacraments in addition to the times assigned for the general student body.

He is, in a special sense, the friend and adviser of the students, not only in matters directly spiritual, but also material and temporal; in their studies, their social duties, and in other intimate and personal matters as each one may wish.

One of the questions of highest importance to every College graduate is the wise choice of a profession or vocation according to one's character, talents and attractions, both natural and supernatural. No student with a serious outlook on life will fail to determine, well in advance of his graduation, the career which,

under God's providence, will best assure his temporal success and his eternal happiness. In this matter the assistance of the Student Counsellor will be invaluable. His hours will be arranged to afford ample opportunity of conferring with him.

Scholarship

The Jesuit system of education demands of its students the highest ideals and standards. It seeks to attain the highest culture, the best mental and moral development. Power of expression, acquaintance with the best in literature, thoroughness in scientific studies, depth of thought, clearness in reasoning—these are the characteristics of real scholarship.

To attain this scholarship, earnest work is required. Application to study, care, concentration and perseverance are expected. Catholic education should provide the best for the various professions and for all walks of life.

Fordham offers special facilities for the attainment of real scholarship. The **University Library** is housed in a magnificent Gothic building recently completed. It contains 120,000 volumes, 25,000 of which are in circulation, the remainder are used for reference. All are catalogued according to the Library of Congress system, and are accessible to the students. The main reading room consists of three large halls, which are for the use of the students. There are also three special rooms for private study and research. The Library receives regularly all the current magazines and periodicals. Special collections on history, patrology, scholastic philosophy, education, chemistry and physics are also at the disposal of those who wish to make research in these branches.

For the study of chemistry, physics and biology, provision is made in three separate modern buildings, with lecture rooms, laboratories and research rooms. All are equipped with the best and latest scientific equipment.

Opportunities are also offered in debate, in vocal and instrumental music, in dramatics, in college journalism and in the various

forms of athletics, all of which are taken up as extra-curricular activities.

Attendance

The first semester of the scholastic year begins about September 15, the second semester, February 1. The daily sessions begin at 9 a.m. Punctual attendance is required, and no student is permitted to enter class late. **Students who are not present 85% of a semester will not receive any credit for the work of the semester. "Cuts" are not allowed, but excused absences not exceeding 15% of a semester are permitted without the loss of credit for the semester. If in any semester a student's absences in a subject exceed twice the credit hours of that subject, he shall receive no credit for the course. Parents and guardians should know, moreover, that absence, even when excused, affects class standing and the class average is lowered by such absences. An absence from a class exercise during the twenty-four hours preceding or following a vacation or holiday will be recorded as two absences.**

Examinations and Promotions

Examinations are held semi-annually at the close of each semester on the subject-matter of that semester. Philosophy examinations are both written and oral; in all other branches, they are written only. The final examination of the year is comprehensive.

Promotions are made only at the beginning of the year. They are determined by the student's record for recitations, written assignments and tests during the course of the entire year, combined with the results of the mid-year and final examinations.

Any student who fails to receive a passing mark in the semester average in any subject is considered a failure in that subject and must repeat that subject-matter before promotion. **Those with three failures will be dropped from the college register. Those with consistently low grades who show no improvement after repeated warnings will be dropped even**

though they have fewer than three failures. All failures in all classes for the second semester must be made up in Summer School.

Re-examinations are held at the beginning of each semester for the removal of conditions received in subjects taken during the preceding semester. These are allowed in a limited number of subjects and must be removed in February for students deficient in the first semester, and in September for students deficient in the second semester, or such students will not be allowed to proceed with their class. These include oral examinations in philosophy in Senior and Junior years. Only one re-examination will be allowed. Under certain circumstances, students may repeat the entire semester, taking all courses over again, on condition that they maintain a grade of 75% in all subjects. A failure in any course so repeated will debar a student from further credit from Fordham. Upon removing a condition, the grade received is never over 60%, no matter for what reason the condition was given. Those absent from a condition examination are not allowed another examination, but must repeat the entire course.

No student is allowed to take more than five years in which to obtain his degree. He may repeat a year only once during his course, and may not repeat any other year later.

Grades and Reports

Reports containing the grades in each subject are issued four times a year, the first three times they are given to the students, the final one is mailed to the student's home. These are to be signed by parents or guardians and returned to the Dean's office. It is expected that the fullest co-operation be given the college authorities in this matter by parents and guardians. Students with low grades are warned and their parents notified of their low standing. Those with consistently low grades who show no improvement after warnings will be dropped from the college register.

Graduation

Students who have pursued the entire course as prescribed, and have successfully passed all their examinations are recommended for the first academic degree in course. These degrees are conferred at commencement, at which time the students receive their diploma from the Rector of the University. Degrees with distinction are noted on the diploma and commencement program. At commencement, also, the special honors and prizes are awarded.

REQUIREMENTS FOR ADMISSION

Candidates for admission to the Freshman Class must present evidence of their graduation with diploma from a four-year day high school course in a school accredited by the New York State Regents. They must also submit a detailed record of their high school work. This record must represent at least 15 units distributed over four full years, and must be accompanied by a certification by the principal that the student is qualified for higher studies. It is expected that such certification will not be given to those who have received a grade of less than 75% in their last year of high school. Students must also furnish certificates of good moral character, and of honorable withdrawal from the school they last attended.

A unit of credit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work.

The credits offered for entrance into the regular Freshman Class must include the following subjects:

For A.B. Course		For B.S. Courses	
Latin	3 or 4 units	English	3 units
English	3 units	Algebra (at least through quadratics)	2 or 1 unit
Algebra (at least through quadratics)	2 or 1 unit	Plane Geometry	1 unit
Plane Geometry	1 unit	Trigonometry	½ unit
Trigonometry	½ unit	Modern Language	2 or 3 units
Modern Language	2 or 3 units	History	1 unit
History	1 unit		

The remaining units may be made up from any standard high school subjects except commercial and manual training courses.

Applicants may be admitted without Trigonometry and Modern Language, at the discretion of the Board of Admissions, in which case they will be required to take these subjects as extra courses, in addition to the other requirements, during their Freshman and Sophomore years. Only French and German will be given. Extra charge will be made for each course.

Admission to Advanced Standing

A candidate for admission to advanced standing from other institutions of collegiate rank must present, first, a catalogue of the college from which he comes, and, second, an official certificate showing his entrance credits at that institution and his college record in each subject taken.

He must have completed creditably at least one entire year in a school of collegiate grade.

He must have taken the courses in Latin, (Greek), English and Philosophy as prescribed in the curriculum, and also Trigonometry, if not a part of his high school course. For other subjects an equivalent may be accepted at the discretion of the Board of Admissions.

No one will be admitted under any circumstances to a standing higher than that represented by the completion of the Junior year.

Outline of Courses

The College offers three parallel courses in the liberal arts and sciences extending through four years, and leading in one case to the Bachelor of Arts degree; and to the Bachelor of Science degree in each of the other two. Any one of these courses of study, successfully completed, will give the student a liberal education and serve as a basis for professional study and for business life. The Bachelor of Arts course is especially devoted to the cultural studies, and is particularly recommended as a general college course, as a preparation for the teaching or legal professions and for seminary studies. The Bachelor of Science Course I substitutes pure sci-

ences to a great extent for the languages of the Arts course. It is especially intended for students who expect to enter the professions of medicine, dentistry and engineering. The Bachelor of Science Course II emphasizes courses in economics, business administration and related subjects rather than the pure sciences of the Bachelor of Science Course I. It is especially outlined for students who will enter business life when they have obtained their baccalaureate degree.

It is important that students applying for admission to one of the courses leading to the B.S. degree indicate their course as B.S. I or B.S. II. Once a course is chosen it must be followed for the year. No change in courses is allowed during the scholastic year.

REQUIREMENTS FOR THE A.B. AND B.S. DEGREES

In order to receive the degree of A.B. or B.S. a student is required to complete successfully an amount of work equivalent to 130 credits. A credit represents one hour a week for one semester; while in laboratory work two hours are estimated as the equivalent of one lecture period.

The work of the Freshman and Sophomore years is almost entirely in specified subjects, but in Junior and Senior years the student is allowed some choice of studies in his program so that he may better prepare for the field of activity which he will enter after graduation.

On or before May 15 each year, every candidate for these degrees must select, with the advice of his Faculty Adviser, the Electives to be followed during the last two years of his course. Each one must notify the Dean in writing of his choice before the above date. All students who register after this date must pay a late registration fee of three dollars.

A student's choice of Electives once filed is supposed to be final. If a change becomes necessary, it can be made before the first recitation of the course involved by securing the proper blank from the Registrar, getting the approval of the Adviser, and filing the change with the Registrar. A fee of one dollar will be collected for each change of subject made at the student's own request, except in cases where change is the result of new courses being added to the curriculum.

Students intending to enter professional schools should choose their school as early in their college course as possible; consult the catalogue in order to meet the requirements of admission, and choose their Electives accordingly. Catalogues of the principal professional schools will be found in the Library of the Biology Department. **No one will be recommended to professional schools who does not attain a grade of 75% in all subjects.**

SCHEDULE OF COURSES AND CREDITS

A.B. Course

FRESHMAN YEAR

	Credits
English	6
Greek or Math.	6
Latin	8
Modern Language	6
Public Speaking	2
Religion	2
	30

SOPHOMORE YEAR

	Credits
Chemistry	8
English	6
Greek or Math.	6
History	6
Latin	8
Religion	2
	36

JUNIOR YEAR

	Credits
Philosophy Courses	16
Physics	10
Religion	2
Electives	6
	34

SENIOR YEAR

	Credits
Ethics	8
Psychology	8
Religion	2
Electives	12
	30

B.S. Course I

FRESHMAN YEAR

	Credits
Chemistry	8
English	6
Mathematics	8
Physics	8
Modern Language	6
Religion	2
	38

SOPHOMORE YEAR

	Credits
Chemistry	8
English	6
History	6
Math. or Biol.	8
Religion	2
	30

JUNIOR YEAR

	Credits
Philosophy Courses	16
Chemistry	8
Religion	2
Electives	6
	32

SENIOR YEAR

	Credits
Ethics	8
Psychology	8
Religion	2
Electives	12
	30

B.S. Course II

FRESHMAN YEAR

	Credits
Accountancy	8
Economics	6
English	6
Modern Language	8
Public Speaking	2
Religion	2
	32

SOPHOMORE YEAR

	Credits
Accountancy	6
Chemistry	8
Economics	6
English	6
History	6
Religion	2
	34

JUNIOR YEAR

	Credits
Philosophy Courses	16
Physics	10
Religion	2
Electives	6
	34

SENIOR YEAR

	Credits
Ethics	8
Psychology	8
Religion	2
Electives	12
	30

Physical Training, two periods a week (one unit of credit a semester), is compulsory for Freshman and Sophomore Classes except for those taking Military Science.

Military Science (R. O. T. C.) elective; if chosen, will be allowed two units of credit a semester for Basic Course; four units a semester for Advanced Course.

OUTLINE OF COURSES

PHILOSOPHY

JUNIOR YEAR. *Nine periods a week for both semesters. One of these periods each week is devoted to class disputation.*

The Philosophy of Junior Year is divided into four courses as follows:

COURSE I. LOGIC.—*The First Act of the Mind.* Simple apprehension and allied notions. The outward expression of ideas. *The Second Act of the Mind.* Judgment, its nature and laws. Propositions. *The Third Act of the Mind.* Reasoning, its nature and expression. The syllogism. Methods of induction. Fallacies. Definition, Division, method.

COURSE II. EPISTEMOLOGY.—Truth and falsity. Certitude, metaphysical, physical, moral. Natural and philosophical certitude. Universal scepticism. Methodic doubt. Sources of certain cognition. Consciousness; the senses; ideas. Criticism of Kant's synthetic *a priori* judgments. Intellect, reason, memory, human testimony and belief. Historical criticism; textual criticism. Universals. Criterion of truth. Objective evidence.

COURSE III. ONTOLOGY.—The concept of being; analogousness of being. Essence and existence. Possibility, internal and external. Attributes of being; unity, individuality, identity and distinction. Truth and goodness of being. Categories of being. Substance and accident. Hypostasis and personality. Distinction between nature and person. Separability of accident from substance. Principal accidents and their divisions. Quantity, quality, relation. Causes of being, intrinsic and extrinsic. Principle of causality. Perfection of being. Simple and compound being; necessary and contingent being; finite and infinite being. Order and beauty.

COURSE IV. Cosmology.—Origin of the world. Pantheistic theories and materialistic views. Possibility of creation. Fact of the world's creation in time. Laws of nature. Reality of activity in inorganic bodies. Design in nature. Intrinsic final tendencies in natural bodies. Contingency of physical laws. Nature, possibility and cognoscibility of miracles. Theory of matter and form. Nature and properties of primal matter and substantial form. Nature and properties of inorganic bodies. Quantity, continuity. Formal effect of quantity. Space and place. Time, eternity and eviternity. Sensible qualities of corporeal substances. Existence of bodies in space. Compenetration and replication of bodies.

Senior Year. The Philosophy of Senior Year comprises two main subjects, Psychology and Ethics. *Five periods a week in each subject for both semesters.*

COURSE I. A. Psychology.—The problem of life in general. Characteristics of living and non-living matter. Mechanical theories of life. Vitalism, neo-vitalism. The scholastic doctrine. The structure and functions of the nervous system of man. The reflex mechanism and its bearing on psychological problems. The localization of functions in the brain. Modern methods and results. The process of learning. Problems of child psychology. Sleep and dreams; various theories of sleep, its physiological and psychological significance. Hypnotism; the facts and various theories. Nature and kinds of sensations. External and internal senses. Experimental investigation of association and memory. The Associationist School. The scholastic doctrine concerning sensation. Experimental investigations and the scholastic doctrine of emotions.

Intellectual Life. Essential distinction between intellect and sense. The scholastic doctrine in the light of physiological and experimental data. Sensationalists, Associationists, Materialists, Monists, Psychophysical Parallelists, Positivists, Empiricists, Evolutionists. The three elements of intellectual life, simple apprehen-

sion, judgment and reasoning. The origin of ideas. Theory of innate ideas: Plato, Descartes, Leibnitz, Rosmini, Cousin, Fichte, Hegel, Schelling, Kant. Ontologism: Malebranche, Gioberti, Ubagha. Traditionalism: De Bonald, Bonnetti, Ventura. The scholastic Aristotelian doctrine. The scholastic doctrine on judgment and reasoning. The will; its essential difference from the sensitive appetite. The object of the will. Motives, deliberation. Necessary and free acts. The nature of free will. Moral aspect of free will. Free will the necessary complement of man's rational nature. The various forms of determinism. The perversions of the will; crime and insanity.

The human soul. The substantiality and the so-called "actuality theory." The stream of consciousness; the perception of abiding identity of the ego. The simplicity of the soul; the spirituality of the human soul. Union of soul and body. Aristotelico-Scholastic doctrine. Descartes' doctrine. Doctrine of Plato, Malebranche, Locke, Rosmini, etc. Modern theories. Origin of the human soul. Traducianism. The scholastic doctrine. Immortality of the human soul. Ethical and teleological arguments. The universal belief of mankind and its value as an argument.

B. Natural Theology.—The existence of God. Various arguments. Refutation of the so-called ontological arguments. The essence of God. His attributes; infinity, unicity, simplicity, immutability, eternity, invisibility, incomprehensibility. The cognition of God. Its objects, primary and secondary. His cognition of the possibles, of necessary and free future acts, of the futuribles. The Will of God. Its objects, primary and secondary. Necessary and free objects. His Will, the principle of creation. The creative power can in no sense be shared by creatures. Divine preservation and concurrence. Divine providence and its relation to existing evil.

COURSE II. Ethics.—Definition, nature, scope and object of ethics. Beatitude, the ultimate intrinsic end of man. God's external glory, the ultimate extrinsic end of man. Goodness;

proximate norm, rational nature; ultimate norm, Divine Nature. The human act; its imputability, merit, morality. The norm of morality. External norm: Law, eternal, natural, positive. Obligation, Divine and human. Internal norm: conscience. Theological and moral virtues.

Duties to God. Interior and exterior worship. Obligation of accepting Divine revelation. Duties to self. Acquisition of knowledge essential to eternal welfare and performance of duties of life. Duties to preserve health and life. Duties to others. Respect for rights of others to intellectual and moral integrity, to health and life, to good name and property. Right to material things. Right of private property. Ownership. Socialism and collectivism.

Society in general. Definition, nature, origin. Kinds of society. Domestic society—Conjugal: nature, primary and secondary purposes. Essential properties, unity and indissolubility. Education of children. Right of education of children belongs to parents alone. Duty of civil and religious society. Industrial society: wages, individual and general norms. Civil society: origin, genetic, historical, juridical. End of civil society. The State: primary purpose to secure the rights and liberty of its members; secondary purpose, to afford equitably the opportunities socially necessary for temporal prosperity. Civil authority. Government. Function and form. Legislative, executive, judicial. Purpose of government; forms of government. The State and conscience. Liberty of conscience. Relations of Church and State. International right. Ethical and juridical duties and rights of nations. International law.

THE ART OF EXPRESSION

The study of scholastic philosophy is the chief work of the Junior and Senior years; that of Language holds the first place in Freshman and Sophomore.

The purpose of the Freshman and Sophomore years is to perfect the student in the art of expression. The classic masterpieces of Latin, Greek and English literature exemplify the precepts of

poetry and rhetoric, furnish parallel passages for critical appreciation, and serve as guides to composition in prose and poetry. Unity of purpose, consistency of theory and parallel handling of the same type of literature, all ensure a unified and thorough education and mastery of the art of expression.

ENGLISH

COURSE I. Freshman Year. A.B. and B.S. Course. Four periods a week for A.B.; three periods a week for B.S.

1. Precepts—*First Semester:* Definition of art, of beauty. The four elements of literature—thought, diction, imagination, emotion. Versification. Division of poetry into epic, lyric, dramatic. General technique of each. Special technique of the one-act play. *Second Semester:* Study of prose, its nature and various forms. Special emphasis on style, diction. Explanation of the various forms of prose and poetic literature.

2. Composition.—Expression of ideas in prose and verse. Special emphasis on clearness, force, interest. Style, diction. Exercises in the various forms of prose and poetry. The one-act play (each Freshman to write one original one-act play).

One composition in prose or verse to be done outside of class each week. Exercises also in class.

3. History of English Literature.—A study of the background of authors used in class and in explanation of the precepts and composition. History, erudition. Brief history of literature from the beginning to Romanticism.

Text Books: *Study of Poetry,* Connell, S.J.; *Model English II.,* Donnelly, S.J.; *Golden Treasury,* Palgrave; *Essays,* Newman; *Poems of Francis Thompson,* Connolly, S.J.; *A History of English Literature,* Moody and Lovett; *English Literature,* Brother Leo; *The Technique of the One-Act-Play,* Gannon, S.J.

4. Oral English. *One period a week for both semesters.*

The study of the fundamentals of voice, action and speech construction, together with the theory and technique of the extempore speech. The aim is to develop directness and fluency and create confidence by a minimum of precept and a maximum of practice.

TEXT BOOK: *Natural Drills in Expression,* Philips. *First Semester:* Tone Drills, Pronunciation, 1-72; 95-110. *Second Semester:* Interpretation, Thought in Expression, 73-94; 111-118. Reference Book: *The Production of Correct Speech Sounds,* Mosher.

COURSE II. Sophomore. A.B. and B.S. Four periods a week for A.B.; three periods a week for B.S.

1. PRECEPTS—*First Semester:* Nature of persuasion; of art and science. Preliminaries: Subject, purpose, proposition, issue, general question. Classification of arguments—Intrinsic topics, extrinsic topics, moral topics. Evaluation of the force of arguments. *Second Semester:* Parts of the speech: Exordium, narration, confimation, refutation, peroration. Argumentation: deduction and its species, induction, analogy. Means of interest: emotional appeal, personality; motives; emotions, oratorical style.

TEXT-BOOKS: *Persuasive Speech,* Donnelly, S.J.; *Ars Dicendi,* Kleutgen; *Oratorical Composition,* Coppens, S.J.

2. COMPOSITION—*First and Second Semesters:* Analytical: exemplifying precepts in the authors; briefing and tabulating arguments. Critical: appreciating the precepts; taste standards; ideals and individual traits of authors. Synthetical: application of precepts, oratorical sentences, paragraphs and entire speeches; imitations and original work.

One composition to be done outside of class each week.

3. AUTHORS—*First Semester:* Newman (Donnelly, S.J.), *Second Spring;* Cicero, *Manilian Law;* Demosthenes, *First Phillipic;* Shakespeare, *Macbeth, Julius Cæsar. Second Semester:* Cicero, *Speech for Milo;* Demosthenes, *The Crown Speech;* Select Speeches; Shakespeare, *Hamlet, King Lear.*

4. History of English Literature: Background of authors studied in explanation of the text; history; erudition.

The following courses in English are elective for Junior or Senior:

COURSE III. Advanced English Composition. *Elective for Juniors and Seniors. Three periods a week.*

This course includes reading and composition work in all the forms of English composition, essay, short story, novel, drama, history, biography, newspaper articles, editorials, text-books. Plans and analyses and chapters of books will be written.

COURSE IV. English and American Literature. *Elective. Three periods a week.*

A study of the history and ideals of the writers of the Eighteenth and Nineteenth Centuries, as shown in the works of the principal writers of this period.

COURSE V. Public Speaking. *Elective for Seniors only. Three periods a week.*

This course presents a practical study of the psychological and physical problems of oral persuasion. It includes a comprehensive treatment of the physiological elements of word production, the correction of improper vocal methods, enunciation, pronunciation, gesture and general platform deportment. It also embraces the evolution of oratory, audience analysis and control, analysis of subject-matter and purpose, together with arrangement and development of speech material. The tone system of elocution is employed. The practical aspects of the subject are emphasized, and frequent short speeches are required of the student during the course. In addition thereto, special attention is given to individual criticism and instruction. Presupposes the course of oral English prescribed in Freshman.

Reference Books: *Principles of Effective Speaking,* Sanford and Yeager; *The Production of Correct Speech Sounds,* Mosher.

LATIN

COURSE I. Freshman Year. Five periods a week.

AUTHORS—*First Semester:* Cicero, *Pro Archia;* Horace, *Ars Poetica;* Livy, *Selections,* Book XXI; Selections from Latin Poets; Virgil, *Æneid,* Books VI-XII. *Second Semester:* Horace, *Odes;* Cicero, *Pro Marcello;* Selections from Latin lyric poets.

COMPOSITION.—Two exercises in Latin prose each week. Some of the exercises are based on Bradley's *Aids to Latin Composition;* the rest will be original themes in imitation of prose authors read in class.

COURSE II. Sophomore Year. Five periods a week.

AUTHORS—*First Semester:* Horace, *Epodes, Satires, Epistles, Carmen Sæculare;* Cicero, *Pro Lege Manilia. Second Semester:* Cicero, *Pro Milone* and *Pro Ligario;* Juvenal, *Satires;* Tacitus, *Annals,* Book XV (Edition—Smith, S.J.).

COMPOSITION.—Two exercises in prose each week. Elegant translations. Structural analysis of authors.

In Senior and Junior years, Latin is not prescribed. Advanced courses may be elected if desired.

COURSE III. Elective for Junior. Three periods a week.

This course includes wider reading and written translations of classical and ecclesiastical authors, critical and comparative study of the classics and modern writers of the same class of literature. Considerable time will be given to Latin composition and methods of teaching.

AUTHORS—Cicero, readings from the *De Amicitia* and *De Senectute;* selections from Tacitus, mediæval and ecclesiastical authors.

COURSE IV. Elective for Senior. Three periods a week.

A continuation of the course in Junior with readings from Cicero's *De Officiis* and *De Natura Deorum.*

GREEK

COURSE I. Freshman Year. Four periods a week.

AUTHORS—*First Semester:* Plato, *The Apology;* Homer, *Odyssey;* Herodotus, optional reading at sight (Merry, Parts I-V); Thucydides' *History;* St. Basil on *Literature. Second Semester:* Demosthenes, *Olynthiacs,* I, II and III; Euripides, *Hecuba, Alcestis;* Herodotus, optional reading at sight (Merry, Part VI-X); Theocritus, *Idylls.*

COMPOSITION.—Written exercises once a week based on Sidgwick's *Introduction to Greek Prose Composition.*

COURSE II. Sophomore Year. Four periods a week.

AUTHORS—*First Semester:* Demosthenes, *Philippic* I; Æschylus, *Prometheus Bound;* Sophocles, *Œdipus Tyrannus;* Thucydides, *Peloponnesian War,* Book II, cc. 1-46. *Second Semester:* Demosthenes, *De Corona,* entire; analysis of oratorical structure and style. Thorough acquaintance with the historical issues at stake. Thucydides, *Peloponnesian War,* Book II, cc. 47-68.

COURSE III. Elective for Junior and Senior. Three periods a week.

This course will stress the artistic elements in Homer's *Iliad* and *Odyssey.* Various translations in verse and prose will be considered in constant comparison with the original text. Attention will be chiefly directed to the lucidity, the objectivity, the humanity, the naturalness, the enduring freshness of Homer's style; to narration, description, plot, characterization and other elements of epic narrative; to the humorous and tragical, the oratorical and poetical qualities of the *Iliad* and *Odyssey.* There will be constant discussion of parallel excellencies in Bible narration and poetry and in the epics of Rome and of the other nations. A special point to be kept in view will be the availability of Homeric art for modern composition.

ELEMENTARY GREEK

For those who enter Freshman without any secondary preparation in Greek and who desire Greek as a requirement for future studies or are interested in literature rather than science, courses in Elementary Greek are offered.

COURSE I. Freshman Year. Four periods a week for both semesters.

AUTHORS—*First Semester:* Fundamentals of Greek Grammar, White's *First Greek Book. Second Semester:* Continuation of Greek Grammar; Xenophon, *Cyropædia;* Plato, *Apology.*

COMPOSITION.—Written exercises based on Xenophon and Plato once a week.

COURSE II. Sophomore Year. Four periods a week for both semesters.

AUTHORS—*First Semester:* Plato, *Apology;* Demosthenes, *First Philipic. Second Semester:* Euripides, *Alcestis;* Demosthenes, *De Corona;* Sophocles, *Œdipus Rex.*

COMPOSITION.—Written exercises based on Demosthenes once a week.

The original Greek may be supplemented by translations of parts of the above authors, and also by lectures on such topics as "The Legacy of Greece," Greek Poetry, Athens in the Golden Age, The Drama at Athens.

COURSE III. Elective in Junior and Senior. Three periods a week for both semesters.

If any desire, a further study of Greek literature with readings from the *Iliad* and *Odyssey,* Demosthenes and Sophocles can be elected in Junior and Senior years.

HISTORY

Sophomore

Three periods a week. First Semester.

Era of Charlemagne to "Reformation," 800-1517 A.D.

Historical significance of the Roman Empire. Conflict with Christianity. Triumph of Christianity. Migration of nations. Conquest of Western Roman Empire. Conversion of barbarians. Growth of papal power. Early Celtic missionary enterprises. Eastern Roman Empire—estrangement from Western Europe by heresy and schism.

Reorganization of Western World under Charlemagne. The Papacy and the Holy Roman Empire. Monasticism—its origin and character, its work for civilization.

Feudalism—its origin, nature and influence for good and evil. Moral revival of Eleventh Century. Hildebrand and his successors, their struggle for law and order against forces of anarchy and absolutism. The lay-investiture conflict.

The Mediæval Church, its imperial character in temporal as well as spiritual sphere—its wealth and political power, origin and justification of same—its rôle as chief civilizer in every department of human life—its three avenues of energy, the papacy, monasticism, the sacramental system.

Islam, its origin and character, its assaults upon Christian and civilized world. The Crusades, their true nature, causes and effects. The Military Orders and the defense of Christian frontiers against the Moslem. Crusades against heretics. Nature of mediæval heresies. The Inquisition. True nature and theory of mediæval religious persecutions.

Social and economic features of the Middle Ages. The gilds—the rise of cities and decay of serfdom—the age of discoveries and exploration.

Mediæval education—the origin and development of the university—mediæval art, literature and science. Scholasticism—the friars, their missionary, educational and moral influence—their connection with the universities. Age of charity and benevolence.

Development of free institutions in the Middle Ages—the Cortes in the Spanish kingdoms. The French States General. German Diets. Magna Charta and development of English Parliament. Influence of Roman canon law upon European jurisprudence. The Roman civil law, its excellencies, its deplorable effect upon mediæval liberty, its furthering of absolutism. The mediæval concept of the "Catholic Church and Christian State."

Expansion of Europe to East. Entrance of Slavs into Christian civilization. Formation of national governments. Dynastic ambitions and wars.

The Renaissance—Christian and pagan aspects of the movement —its beneficial and disastrous influences upon later Middle Ages.

Sophomore

Three periods a week. Second Semester.

"The Reformation"

Revolt of Luther (1517). Peace of Westphalia (1648)

Causes and occasions, remote and immediate, of the religious upheaval of the Sixteenth Century. Contest between papacy and Philip the Fair. Avignon residence of the Popes. The great Western schism. Lollards and Hussites. The black death.

Baneful influence of "Pagan" renaissance. Growing absolutism of civil power, its jealousy of wealth and political position of the Church. Hostility of commercial classes to economic teaching and practices of the mediæval Church. Worldly lives and secular-preoccupation of renaissance prelates. General weakening of spiritual ties and growth of secularist spirit.

The true character of the religious revolution of the Sixteenth Century and its leaders, as seen in the light of modern research contrasted with traditional *ex parte* views.

Luther and Lutheranism—doctrinal errors and reliance upon civil power—Philip of Hesse, Gustavus Vasa. Chaos, religious, social and political, consequent upon preaching of "New Gospel."

Zwingli and Calvin—further development of doctrine. Huguenot intolerance and conspiracy in France—counter-violence of Catholic party. John Knox and tyrannical measures of the Reformation in Scotland.

Special features of the Reformation in England—divorce of Henry VIII—rupture with Rome and reign of terror. Further Protestantization under Edward VI. Reaction under Mary. Ultimate triumph of political-religious compromise under Elizabeth and the Stuarts.

Barbarous efforts to force Protestantism upon Ireland and their final failure.

Catholic reaction and counter-reformation—the Council of Trent —the Jesuits and kindred orders—the Inquisition, its true history and character. Expansion of Catholicism into new lands, India, Japan, Africa and the Americas.

Wars of religion—internal dissensions and intolerance of Protestants. The Thirty Years' War. Practical effects of the "Reformation" upon European life; liberty, civil and religious; education, literature and progress.

Junior

Elective. Three periods a week.

Eighteenth and Nineteenth Centuries

Peace of Westphalia (1648) to Our Own Times

Rapid survey of Europe from Peace of Westphalia to French Revolution. Power of France and England. The Stuart monarchy. Cromwell. Decay of liberty and religion.

The French Revolution, its causes and leaders—its earlier good features, its later disastrous effects.

Reorganization of Europe by the Congress of Vienna (1815). Career of Napoleon. Holy Alliance.

Irish struggle for land and liberty—redress of many ancient wrongs. Reforms in English Parliament—expansion of empire abroad.

Revolutionary outbreaks and gradual growth in free government all over Europe. Loss of temporal power of the Pope—unification of Italy and Germany.

Vicissitudes of French Government: kingdom, empire, republic. Extension of Russian Empire.

Entrance of Japan into circle of Great Powers—immense industrial and commercial expansion of Europe. Marvelous growth of the United States from Colonies to a world power.

Triple Alliance and Entente Cordiale. The great World War. The new era.

Senior

Elective. Three periods a week.

American Constitutional History

This covers: (a) a careful study of the nature and content of the United States Constitution itself.

(b) Its historical background, *i.e.,* the mediæval Catholic political ideals and institutions in which it is rooted, and their later development in England and the colonies: the proximate history of the Constitution as seen in the deliberations of the Constitutional Convention of 1787, its divergencies and compromises.

(c) The later growth of the Constitution, *i.e.,* the men and controversies that have most conduced to its interpretation, expansion or modification down to the present day.

RELIGION

COURSE I. Freshman Year. Two periods a week.

First Semester: Religion and revelation. Proofs of a Divine revelation—prophecies and miracles. The documents of the Christian religion—the Gospels, their historical value. The claims of Jesus of Nazareth to Divinity. The character of Jesus of Nazareth. The fundamental doctrines of Jesus of Nazareth. The proofs of His Divinity—His prophecies and miracles. His resurrection. Various testimonies to His Divinity. (*Truth of Christianity Series. The Defense of the Catholic Church,* Doyle, pp. 1-158. *Cf.* Wilmers, pp. 1-61.)

Second Semester: Perpetuating Christ's doctrines and mission —establishment of a teaching body. Characteristics of this teaching body. Primacy of Peter. Successor of Peter in the primacy. Christ established a Church. Nature and characteristics of Christ's Church. Christ's Church necessary to salvation. Marks of Christ's Church. Catholic Church alone has these marks. Primacy of Christ's Church. Infallibility of the Pope. Church and State. (*Truth of Christianity Series. Defense of the Catholic Church,* Doyle, pp. 159-283). *Cf.* Wilmers, pp. 62-133.)

COURSE II. Sophomore Year. Two periods a week.

First Semester: Summary of Freshman subject-matter. Holy Scripture and Tradition. Canon of Holy Scripture. Rule of Faith. Nature and necessity of faith. The Redemption and Incarnation. The Person and Natures of Christ. Divine and Human Wills of Christ. Hypostatic union. The Mother of God. The work of the Redemption. The application of the Redemption. (*Handbook of Christian Religion,* Wilmers, pp. 134-151; 401-436; 245-280.)

Second Semester: Grace, its nature and necessity. Sanctifying and actual grace. Means of grace—the Sacraments. Baptism. Confirmation. Holy Orders. (*Handbook of Christian Religion,* Wilmers, pp. 281-326; 365-372.)

COURSE III. Junior Year. Two periods a week.

First Semester: Summary of Freshman and Sophomore subject-matter. The Holy Eucharist—sacrament and sacrifice. Penance. Indulgences. Extreme Unction. Matrimony. (*Handbook of Christian Religion,* Wilmers, pp. 327-365; 372-378.)

Second Semester: The Last Things. Particular and General Judgment. Heaven. Purgatory. Hell. Virtue of Religion. Sins against Religion. Invocation of Saints. Veneration of images and relics. (*Handbook of Christian Religion,* Wilmers, pp. 379-398; 436-494.)

COURSE IV. Senior Year. Two periods a week.

First Semester: Summary of previous subject-matter. Christian Dogma. Existence and attributes of God. The Trinity. (*Handbook of Christian Religion,* Wilmers, pp. 151-153; 154-199.)

Second Semester: God the Creator. Divine Providence. The spiritual world. The material world. Man. Our first parents. The fall of our first parents. Share of the human race in the fall. Original sin. Purpose of the material world. The angels. The demons. (*Handbook of Christian Religion,* Wilmers, pp. 200-244.) Vocation and states of life.

Reference books for Sophomore, Junior and Senior years: *God the Redeemer,* Herzog, S.J.; *The Channels of Redemption,* Herzog, S.J.; *God and Creation,* Chetwood, S.J.

HISTORY OF PHILOSOPHY

Elective for Senior. Three periods a week.

First Semester: Oriental philosophy: The sacred books of the Chinese. The Vedas and other productions of Indian literature. The philosophy of Vedanta, of Samkhya and Yoga, of Nyaya and Vaiseshika. Philosophical theories of Egypt and of Western Asia.

Greek philosophy: The Ionic school. The Pythagoreans. The Eleatics. The Sophists. Socrates and the Socratic schools. Plato. Aristotle. The Epicureans. The Stoics. The Sceptics.

Christian philosophy: The Gnostics. The Neo-Platonists. The Fathers of the Church.

Scholastic philosophy: Boethius. St. John of Damascus. Erigena. Avicenna. Averroes. Alexander of Hales. St. Bonaventure. Albertus Magnus. St. Thomas Aquinas. Roger Bacon. Duns Scotus. Raymond Lully. William of Occam. Peter d'Ailly. Tauler, Gerson, Nicholas of Cusa. The Mystics. The revival of Plantonism, of Aristotelianism, of Atomism. The Secular Philosophers. The Political Philosophers.

Second Semester: Modern philosophy: Descartes and his followers. Malebranche, Spinoza. Bayle, Cudworth. Locke. Hume. Condillac. Helvetius. Voltaire. The Encyclopedists, Leibnitz. Wolff. Berkeley. Rousseau. The Scottish school. The Transcendentalists: Kant, Fichte, Schelling, and their schools of thought. Herbart and Schopenhauer, Krause and Hegel. The Neo-Kantians. Von Hartmann. Trendelburg. Lotze. Current philosophical theories. Neo-Scholastics. Thomistic philosophy under Leo XIII.

POLITICAL AND SOCIAL SCIENCE

Elective for Junior and Senior. Three periods a week.

I. ECONOMICS. An Introductory Course.

The production, distribution and consumption of wealth. Money. Banking. Domestic and international trade. A discussion of the various reforms proposed to correct the evils due to present-day production and distribution of wealth.

II. ECONOMICS. An Advanced Course.

The waste and conservation of national resources. Present-day problems pertaining to labor and capital. Railroads. Corporations and trusts. Stock Exchange. Spending and saving. Rents, profits and interest. Taxation. Wages.

PEDAGOGY

Elective for Junior and Senior. Three periods a week.

I. History of Education:

A general survey of the history of education from ancient times down to the present day. The purpose of this course is to trace educational aims, ideals and practices to their origin and to account for their development.

Particular attention will be given to those national systems and educational movements which have had a marked influence on the schools of to-day.

II. Principles of Education:

This course is intended to be eminently practical. After a brief consideration of the most important principles contributed to education by religion, psychology, logic, biology, sociology and ethics, their practical application to the teacher's work will be examined and illustrated. The following are some of the topics treated: imitation, habit formation and character building; curiosity, attention and interest; the association of ideas and apperception; the fundamental methods of learning; culture *vs.* efficiency as educational aims.

III. Educational Psychology:

The course considers original nature, instinctive behavior, individual differences, habit formation, memory, imagination, thinking. Problems of transfer of training, measuring result of achievement.

IV. Methods of Education:

General Methods.—Types of teaching, drill, induction, deduction, appreciation, study lessons; project problems; aids in learning process: motivation; dramatization; multiple sense appeal; questioning, organization of lesson plans, training of will, education of emotion.

Special Methods.—Dynamic factors in teaching and learning the subjects of the elementary school curriculum. Special emphasis on English, arithmetic, geography, history and nature study. Extra classes are held to fulfil the 60 hours requirement.

MATHEMATICS

COURSE I.

The purpose of the courses in mathematics is to prepare the students for the better understanding of the subject-matter and problems which they will meet in the study of physics and chemistry, as well as to give a proper background to those who wish to take higher studies in mathematics later on. For this reason, the course is a unified course of broad scope, rather than of the separate subjects of college algebra, analytic geometry, trigonometry and calculus, though it contains all of these. The problems are collected from scientific, technical and business sources. Text-book: *Introduction to Mathematical Analysis,* F. L. Griffin.

Prescribed for Freshman B.S. I and Freshman A.B. (instead of Greek). Four periods a week for both semesters.

COURSE II.

For the present year, 1933-1934, the course in differential and integral calculus will be given, using as a text-book, *Calculus,* Granville. In the following year, the course will be systematically built upon and correlated with the course in Freshman in mathematical analysis. Text-book: *Mathematical Analysis—Higher Course,* F. L. Griffin.

Prescribed for Sophomore A.B. (instead of Greek). Four periods a week for both semesters.

Elective for Sophomore B.S. I.

The above courses may be taken as Electives in Junior and Senior.

BIOLOGY

Required for Sophomore B.S. students who intend to study medicine, elective for others. Elective for Junior and Senior A.B. and B.S.

COURSE I. Two didactic and two laboratory periods a week for both semesters.

Origin of life, morphology of cell and tissues, morphology of organs and their physiological functions, classification of animals and plants; evolution, Darwinism, heredity, Mendelism; the anatomy and physiology of the animal classes, parasitism; microscopic study of amœba paramœcium, sycon, leucosolenia, hydra, obelia, tapeworm and dissection of earthworm, lobster, locust, dogfish, frog, clam and special dissection of the cat.

COURSE II. Two didactic and two laboratory periods a week for both semesters. Elective for Junior and Senior A.B. and B.S.

Histology and elementary embryology. The study of the structure of the cells, tissues and organs. Organology of the systems, and physiology of the digestive, nervous, urinary and reproductive systems. Origin and maturation of germ cells; fertilization, cleavage and differentiation of tissues; preparation of slides. Embryology of the chick complete, with embryology of the frog and pig. Micro-technique is stressed.

COURSE III. Comparative Anatomy. One didactic and one laboratory period a week for both semesters. Elective.

Detailed structure of organs: integumentary, skeletal, alimentary, vascular, respiratory, excretory, muscular, nervous and reproductive systems in the different animals; study of the physiology of the different organs; symmetry and asymmetry, habits and life histories. The laboratory work will include preparations of specimens in toto and in section, fixation, embedding, cutting, staining in preparation of sections for microscopic observation; intense training in the use of the microscope for best results.

COURSE IV. Entomology. One didactic and one laboratory period a week for both semesters. Elective.

The orders of insects. General anatomy of insects. Importance of hexapoda in general, and beneficial and injurious insects in particular. Metamorphosis of insects and heteronomous metameric structure.

COURSE V. Botany. One didactic and one laboratory period a week for both semesters. Elective.

Classification, structure, physiology, reproduction ecology, distribution of plants. Principles of variation in structure and life history of the different groups. Organisms causing plant diseases, economic importance of plants to man; drugs, fibres, foods. The habitat and culture of plants, with a history of the important food plants of to-day.

COURSE VI. Bacteriology. One didactic and one laboratory a week for both semesters. Elective.

Elementary principles of bacteriology. Preparation of media and cultures, study and classification of bacteria. The helpful and harmful bacteria. General laboratory technique.

All courses in biology are supplemented by a special museum of biology organized into instructional groups.

A comprehensive library of biology in the Biology Building is at the disposal of the students.

CHEMISTRY

COURSE I. General Inorganic Chemistry.

For Freshman B.S. I: Two didactic and two laboratory periods a week for both semesters.

For Sophomore A.B. and Sophomore B.S. II: Three didactic and one laboratory period a week for both semesters.

This course offers a thorough and systematic study of the general laws and theories of chemistry. The metallic and the non-metallic elements and their compounds are studied from the standpoint of the periodic classification.

COURSE II "A." Qualitative Analysis. Two didactic and two laboratory periods a week for both semesters.

In this course the qualitative analysis of the metals and the acids are studied according to groups. Preliminary experiments are carried out on "known solutions" after a thorough review of the physical and chemical properties of the metal, salt or acid under consideration. The work is then followed by analysis of several unknown solutions or mixtures. The student is, in each case, required to make out a detailed report of the analytical procedure and to write all the equations connected with each analysis.

This course is obligatory for Sophomore B.S. I. Elective for Junior and Senior A.B. and B.S. II.

"B." Qualitative Analysis. Two didactic and two laboratory periods a week for one semester. (First.)

This course is identical with "A," but takes in only the matter of basic analysis or analysis of metals to the exclusion of acid analysis.

Elective for Junior and Senior A.B. and B.S. II.

COURSE III "A." Quantitative Analysis. Two didactic and two laboratory periods a week for both semesters.

The lectures cover the general methods of quantitative analysis, and the standard procedures for determining quantitatively the more common metals and anions, while in the laboratory those principles are applied to unknown substances and mixtures to determine quantitatively the respective metals and anions present in a given specimen. In the first semester the course includes the gravimetric estimation of hydrochloric and sulphuric acids, iron and calcium and magnesium in the course of a complete analysis of limestone. The electrolytic determination of copper is carried out in connection with the analysis of brass. Attention is paid throughout to the solution of typical quantitative problems. In the second semester, the class studies volumetric processes such as acidimetry and oxidation-reduction determinations.

"B." Quantitative Volumetric Analysis. Two didactic and two laboratory periods a week for one semester. (Second.)

This course is identical with the Second Semester of "A" and will accommodate those who wish one semester in both qualitative and quantitative analysis.

"C." Quantitative Volumetric Analysis. Two didactic and two laboratory periods (Saturdays) a week for one semester. (First.)

This course is identical with "B" and is given during the First Semester. The lectures are given during the week, the laboratory on Saturdays.

Elective in Junior and Senior.

The prerequisites for these courses are Courses I and II.

COURSE IV. Organic Chemistry. Two didactic and two laboratory periods a week for both semesters.

This course is the usual introductory course in general organic chemistry. The lectures include the formulas, both empirical and structural, of organic compounds; homologous series; and a study of the more important compounds and their ordinary derivatives—their properties, reactions, and uses in medicine and in the industries. In the laboratory, some of these compounds are prepared, purified and studied according to the methods commonly used by organic chemists.

This course is obligatory for Junior B.S. I. Elective for Junior and Senior A.B. and B.S. II.

The prerequisites to this course are Courses I and II.

COURSE V. Advanced Organic Chemistry. Two didactic periods a week for both semesters. Elective for Seniors.

This course is a continuance of Course IV. The lectures cover the important isocylic and heterocylic members of the aromatic series. Students who wish to pursue further studies in Chemistry and Medicine will find this course decidedly advantageous.

COURSE VI. Physiological Chemistry. Two didactic and two laboratory periods a week for both semesters. Elective for Senior.

This course will include a detailed discussion of the chemistry of the carbohydrates, fats and proteins, together with a general consideration of the accessory food products. During the second semester the lectures will cover the more important features of metabolism, both that of the normal organism and the more important pathological conditions such as diabetes, nephritis and other conditions of disturbed metabolism. In the laboratory, during the second semester, particular attention will be paid to the practical side of biochemistry, such as the analysis of blood and urine, making use of the latest methods employed in the modern hospital and clinical laboratory.

The prerequisites are Courses I, II and IV.

COURSE VII. Physical Chemistry. Two didactic hours and two laboratory periods a week for both semesters. Elective for Seniors.

This course deals with the properties and reactions of chemical substances according to their fundamental aspects and laws. These laws are dealt with from a mathematical standpoint by means of problems. The student must have a working knowledge of analytical geometry; calculus is advised but not required. The various equations of thermo-dynamics, electro-chemistry and electrolytic solutions and chemical kinetics are dealt with as fully as possible. The laboratory work will include some of the various measurements commonly required in physico-chemical measurements, such as molecular weight by different methods, viscosity, velocity of reactions, electrical conductance and the determination of hydrogen ion concentration, both colorimetrically and electrometrically.

Prerequisites: Chemistry I, II "A" (or II "B"), III "A" (or III "B" or III "C"), IV, Physics I, mathematics, including analytic geometry.

COURSE VIII. Physical Chemistry. Three didactic and two laboratory periods a week for one semester. Elective for Seniors.

The progress of Physical Chemistry and its application in the field of medicine has necessitated a course which will equip the aspirant to the medical profession with an adequate knowledge of this important branch of chemistry.

This course will be useful to prospective medical students on account of the stress laid on physical chemistry by all medical schools at the present time.

Prerequisites same as for Course VII.

CHEMISTRY RESEARCH LABORATORY

Those who wish to follow the profession of Chemistry after graduation will find the department well fitted, both as regards faculty and equipment, for carrying on graduate studies. Courses of instruction, leading to a Master or Doctorate degree, are given throughout the year for those who wish to major in Physiological or Organic Chemistry. Almost a hundred papers published in standard chemical journals attest the importance and high quality of the research done here in this field. The number of candidates is limited to twenty-five students. Complete reference works and current scientific periodicals, found in the department library, furnish unusual facilities for the study of chemical literature.

Students intending to specialize in this field of chemistry after finishing college should consult the Head of the Chemistry Department for particulars as to requirements for future graduate work.

PHYSICS

COURSE I. A Course in General Physics. Freshman B.S. I; Junior A.B. and B.S. II. Four didactic periods and one laboratory period a week for both semesters.

The subjects treated during the year will be: Mechanics, sound, heat, light and electricity. The laboratory will follow the asso-

ciated lecture work. This course aims to give a fundamental course in Physics and prepares for specialized elective work in the following years.

COURSE II. Vector Analysis and Analytic Mechanics. Elective, Junior and Senior. Three didactic periods a week for both semesters.

The subjects treated will include the following: Addition and scalar multiplication of vectors, scalar and vector products, the differential and integral calculus of vectors. Numerous applications to physics will be presented in the discussion of each subject.

Analytic mechanics will embrace in general the following topics: The statics and dynamics of a particle, the statics and dynamics of a rigid body, center of gravity, flexible cords, kinetics of a particle, work and energy, constrained motion, moment of inertia, collision of spheres and kinetic friction.

COURSE III. Electricity and Magnetism. Elective, Junior and Senior. Two didactic periods and one laboratory period a week for both semesters.

The topics treated during the course will be: General magnetism, terrestrial magnetism, electrostatics, electric current, electrolysis, thermo-electricity, electromagnetics, alternating and varying currents, electromagnetic radiation, conduction in gases, radioactivity, electrons and atoms.

The laboratory work will follow the associated lecture work.

COURSE IV. Physical Optics. Elective, Junior and Senior. Two didactic periods and one laboratory period a week for both semesters.

The topics treated during the year will include the following: The nature of light, the phenomena of reflection, refraction, dispersion, interference and diffraction of light. The theory of these phenomena will be adequately treated. The resolution of spectral lines, polarization and double refraction, absorption, the optical properties of metals, rotary polarization, magneto-optics, electro-

optics, fluorescence, phosphorescence, the laws of radiation, the nature of white light and the relative motion of ether and matter.

Appropriate experimental work will follow the order of the lectures.

GEOLOGY

Elective for Junior and Senior. Three periods a week for both semesters.

First Semester: Dynamic geology: Winds, weathering, rivers, glaciers, lakes, oceans, volcanoes, earthquakes.

Structural geology: Rock-forming minerals, composition and structure of rocks. Physiographic structure.

Historical geology: Archæan, paleozoic, mesozoic, cenozoic, and psychozoic eras.

Second Semester: Seismology and physics of earthquakes.

THE FORDHAM SEISMOLOGICAL STATION

In connection with the study of Geology and Advanced Physics, the Seismological Station of the University offers opportunities possessed by few educational institutions in the country.

The Observatory, "than which," in the words of the late Professor Turner of Oxford, "none better exists," is equipped with Wiechert (two components), Milne-Shaw (two components), Galitzin (three components) and Wood-Anderson seismographs. It is operated chiefly for the purpose of research work in connection with the Jesuit Seismological Association, as well as in co-operation with the Division of Seismology of the Coast and Geodetic Survey of the United States Government.

Both the geological theories and the physical principles underlying earthquake activity and its detection by the seismograph are explained to all students in Science courses, and in cases where particular inclination and aptitude are evident, special students in Seismology are accepted.

The Station has been in operation since 1910, but of late years a renewed impetus has been given to the work by the erection of a new building and the construction of a large, underground instrumental vault. The most modern type of equipment has been installed, including a three-drum, synchronous motor-driven recorder.

BUSINESS ADMINISTRATION

COURSE I. Required for Freshman B.S. II. Four periods a week for both semesters.

An introduction to the fundamental principles of accounting and business administration. The purpose of this course is to acquaint the student with the principles, methods and scope of accounting, and through the study of accounting to introduce the student to practical phases of business administration. The place of accounting in the business unit, and its relation to economics and law are emphasized. The course comprises a study of the balance sheet, the statement of profit and loss, the development of the double entry theory and practice, outlining the development of the modern books of account required to collect the information necessary for the two types of financial statements mentioned above. The principles, as discussed, are illustrated by the solution of problems in class. During the course, a set of books is kept by the student under the supervision of the instructor.

COURSE II. Required for Sophomore B.S. II. Three periods a week for both semesters. Prerequisite, Course I.

Partnership: Some basic legal and business aspects, organization of the partnership, preparation of partnership agreement, admission of new partner, value of good-will, distribution of profits and dissolution.

Business management and other special features developed are: Buying, manufacturing, stock control, sales, consignment sales, negotiable instruments, credits, collections, office organization, analysis and interpretation of financial reports.

Accounting Mathematics: Methods of calculating interest, present worth, annuities, amortization, foreign exchange, arbitrage of exchange. All demonstrated by practical problems in class.

A set of partnership books are kept during the term by the student, illustrating the principles of partnership accounting.

COURSE III. Required for Junior B.S. II. Prerequisite, Courses I and II. Three periods a week for both semesters.

A study of corporate accounting and finance. Among the major topics discussed are the following: Corporate promotion, organization and records; capital stock; bond issues; amortization and valuation of bonds; sinking funds; reserves; surplus; dividends; corporate consolidations and mergers; consolidated statements; liquidation of a corporation. During this course a set of books of a manufacturing corporation is kept by the student. The principles of manufacturing accounting are introduced through the operation of this corporate set. Ample problem material is used during the course of lectures to illustrate the principles studied.

COURSE IV. For Junior A.B. and B.S. I. Elective. Three periods a week for both semesters.

An introduction to the fundamental principles of accounting. Its purpose is to acquaint the student with the principles, methods and scope of accounting, and through the study of accounting to introduce the student to practical phases of business administration. The place of accounting in the business unit, and its relation to economics and law are emphasized. The course comprises a study of the balance sheet, the statement of profit and loss, the account, and the development of the double entry theory and practice, outlining the development of the modern books of account required to collect the information necessary for the two types of financial statements mentioned above. The principles, as discussed, are illustrated by the solution of problems in class. During the last month of the course, a short set of books is kept by the student under supervision of the instructor.

COURSE V. For Senior A.B. and B.S. I. Elective. Prerequisite, Course IV. Three periods a week for both semesters.

Types of accounting records and their development, controlling accounts, theory and practice of partnership accounts, introduction to corporation accounting, special features, such as accounting for cash, negotiable instruments, discounts, balance sheet valuation, consignments, special ventures, etc. The principles discussed are illustrated by the solution of problems in class. During the term, a short set of books is kept by the student under supervision of the instructor, illustrating the principles of partnership and corporation accounting.

COURSE VI. Business Law. Elective. For Seniors only. Three periods a week for both semesters.

The origin of law and its development. Its place in the business world. The Courts of to-day and their functions. Law and Equity contrasted. Equity's development and growth.

CONTRACTS: The parties; disabilities that bar. Offer and acceptance. Consideration; legality of purpose and subject-matter. The rights of third parties. The operation of contracts, their construction and discharge. Remedies for a breach. Contracts under seal and specialties. The statute of frauds. The statute of limitations.

AGENCY: A contract relationship. Its creation, the source and scope of the agent's authority. The principal's liability to third parties through the agency relationship. The undisclosed principal. The agent's liability to principal and third parties. Termination of the relationship. Special forms of agency.

PARTNERSHIP: A contract relationship. The uniform partnership law and its effect. Relations between partners, their rights and duties. The relation of partners with third parties. Dissolution, cause and grounds. Effect of dissolution upon the partners and upon their relationship to third parties. Special partnership.

MODERN FOREIGN LANGUAGES

In the curriculum of the Liberal Arts College, the study of modern foreign languages fulfills a two-fold purpose. It brings the students into contact with the best literature of France, Germany and Spain and gives them a basis of comparison and criticism with their own language and with the classics. Moreover, as a preparation for scientific and professional studies, it supplies an essential requirement as well as the means of making worth-while study and research along scientific lines.

One year of a modern foreign language is required for all college students and supposes a two-year high school course as a prerequisite. For those who begin a modern foreign language in college, two years are required for one college year's credit.

To further the study of modern foreign language and at the same time prevent the break in continuity, an elective course is offered in Sophomore year for those who are interested and whose previous grades in these subjects are well above average. This course is continued as an elective in Junior and Senior years with emphasis on conversation and scientific literature. The modern language clubs aid very much in maintaining interest and increased scholarship in the respective languages.

FRENCH

COURSE I. Freshman Year. Four periods a week for both semesters.

Includes study of French classic writers with sight reading supplementing the prepared reading prescribed; composition based on the authors and conversation.

A.B.—*First Semester: Contes Divers; Athalie. Second Semester: Cyrano de Bergerac, Le Cid.*

B.S. I AND II.—*First Semester: Contes Divers; Le Bourgeois Gentilhomme. Second Semester: Cyrano de Bergerac, Le Ble qui Leve.*

COURSE II. Elective in Sophomore Year. Three periods a week for both semesters.

Continuing the work of Freshman Year.

COURSE III. Elective. Junior Year. Three periods a week for both semesters.

A practical and conversational course. French the language of the classroom. A progressive course in French literature, composition and conversation. Anthology of French prose and poetry.

COURSE IV. Elective. Senior Year. Three periods a week for both semesters.

Continuing the work in French literature, composition and conversation.

GERMAN

COURSE I. Freshman Year. Four periods a week for both semesters.

Includes the study of German classic writers, with sight reading supplementing the prepared reading from the authors; composition based on the authors and conversation.

First Semester: Essentials of German, Vos; *German Composition and Conversation,* Chiles; *Wilhelm Tell. Second Semester: Oral and Written German,* Vos; *Herman and Dorothea,* Goethe; *In Deutschland;* Modern German stories.

COURSE II. Elective. Sophomore Year. Three periods a week for both semesters.

Continuation of the work of Freshman Year.

COURSE III. Elective. Junior Year. Three periods a week for both semesters.

A practical and conversational course. German the language of the classroom. History of German literature.

COURSE IV. Elective. Senior Year. Three periods a week for both semesters.

A course intended for those who continue German for scientific purposes in professional schools. *Scientific German Reader.*

SPANISH

COURSE I. Freshman Year. Four periods a week for both semesters.

Includes the study of Spanish classic writers, with sight reading supplementing the prepared reading from the authors; composition based on the authors; conversation.

First Semester: Spanish grammar; Spanish prose composition. *Cuentos Hispanos Americanos.*

Second Semester: Spanish grammar; Spanish prose composition. *Don Quixote.*

COURSE II. Elective. Sophomore Year. Three periods a week for both semesters.

A continuation of the work of Freshman Year.

COURSE III. Elective. Junior Year. Three periods a week for both semesters.

A practical and conversational course. Spanish the language of the classroom. Spanish composition, literature and conversation.

COURSE IV. Elective. Senior Year. Three periods a week for both semesters.

Continuation of the study of Spanish literature; composition and conversation.

MILITARY SCIENCE AND TACTICS

Elective

A Coast Artillery Unit of the Reserve Officers' Training Corps (R. O. T. C.) was organized in September, 1926. The Reserve Officers' Training Corps provides theoretical and practical military

training at civil educational institutions for the purpose of qualifying students for positions of leadership in time of national emergency. The complete course qualifies students for appointment as reserve officers in the military forces of the United States. This education and training is given as a part of the college course.

There are two courses: the Basic, and the Advanced. The first two years comprise the Basic Course; the last two years the Advanced. Once enrolled in either course, the student will be required to complete that particular course.

First Year Basic Course—Freshman Year.

Three periods per week theoretical and practical instruction in the following: General military information; military courtesy; military hygiene and first aid; infantry drill regulations; rifle marksmanship; ammunition; cordage; telephones; nomenclature and care of guns and carriages; gun drill.

Second Year Basic Course—Sophomore Year.

Three periods per week theoretical and practical instruction in the following: Infantry drill and command; fire control instruments; range section duties; aiming and laying guns; coast artillery definitions; identification of air and water targets.

First Year—Advanced Course—Junior Year.

Five periods per week theoretical and practical instruction in the following: Map reading and military sketching; position-finding systems; gunnery; heavy artillery and anti-aircraft; analysis of drill and practice; infantry drill and command.

Camp: Advanced Course Students are required to attend one camp of six weeks' duration at Fort Monroe, Va., during the summer following the Junior Year at college. All expenses, including travel, clothing, messing, equipment, etc., are paid by the Government and, in addition, each student receives 70 cents per day while at camp. The camp is enjoyed by the students and is beneficial to health and physical development.

Second Year Advanced Course—Senior Year.

Five periods per week theoretical and practical instruction in the following: Military law and Officers' Reserve Corps regulations; military history and policy; battery administration and supply; field engineering; motor transportation; artillery material; artillery tactics; orientation; infantry drill and command.

Commissions: R. O. T. C. Students who complete the entire course, pass the required examinations and graduate from Fordham University are eligible for a commission as Second Lieutenant in the Officers' Reserve Corps when they become 21 years of age. Acceptance of this commission is not obligatory.

PHYSICAL TRAINING

Two periods a week. Compulsory for Freshman and Sophomore, except for those taking Military Science; elective for Junior and Senior.

This course is given for two periods a week. At the beginning of the year, each one undergoes a thorough physical examination, the result of which determines the nature and extent of the course for each one.

The course consists of a brief calisthenic drill, basket-ball, hand-ball and tennis games, field and track exercises. The last fifteen minutes of the period are devoted to swimming. For those who cannot swim, special instructions are given at the beginning of the period. Fulfilment of the requirements of this course will be necessary for promotion. Beginning 1933-1934, it will be required for all to be able to swim before the completion of their Sophomore year.

College Organizations

APOSTLESHIP OF PRAYER AND LEAGUE OF THE THE SACRED HEART

Devotions in honor of the Sacred Heart are held on the First Friday of each month. The League leaflets are distributed in each class every month by the promoters. A public reception of Promoters is held at end of the year at which the new Promoters receive the Promoter's Cross and Diploma.

Faculty Moderator: Reverend Vincent de P. O'Beirne, S.J.

PROMOTERS:

SENIOR: Patrick F. Casey, Joseph F. Caslin, Justin L. Cashman, Edward S. Dermody, Edwin A. Haverty, Joseph S. Magrath, Frank J. Martorella, James T. Mossey, Thomas V. O'Keefe, Walter A. Sidlauskas.

JUNIOR: John E. Bachmann, Joseph A. Bonitski, William J. Casey, Daniel M. Creedon, Robert C. Faber, David G. Ivers, Andrew R. Kirby, John E. Kouba, Laurence A. Leavey, Peter J. McDonnell, Gerald T. McTigue, Martin J. Neary.

SOPHOMORE: Biagio Antonucci, Joseph T. Cashman, James G. Connolly, Ferdinand M. Di Fino, Robert E. Dobson, James E. Gallico, Vaughn G. Gooding, Stephen S. Gorey, Jr., Herman J. Herbert, Declan X. McMullen, James F. X. O'Connell, David F. Roche, James P. Shannon, George E. Sherry, Norman E. Waterman.

FRESHMAN: William S. Adams, Charles A. Barkie, Philip L. Barry, Robert W. Clirehugh, Charles H. Crooks, John A. Esposito, Biagio L. Malfetano, Serafino R. Mariello, John A. Manucci, Daniel J. McDede, William J. McSherry, Thomas A. Meehan, Joel L. Meeker, Luke A. Nelligan, Frank X. Norris, John J. Olive, Richard J. Rodd, Anthony W. Romano, Leonard J. Sclafani, John A. Wisnoske.

THE PARTHENIAN SODALITY

This Sodality is composed of resident students under the invocation of the Purification of the Blessed Virgin Mary, and the patronage of St. Aloysius.

Faculty Moderator: Reverend Vincent de P. O'Beirne, S.J.

Officers: Edward S. Dermody, '33, *First Prefect;* Joseph F. Londrigan, '33, *Second Prefect;* Joseph S. Riccio, '33, *Third Prefect;* James L. Farrell, '33, *Secretary.*

SODALITY OF THE IMMACULATE CONCEPTION

This Sodality is composed of non-resident students of the Senior and Junior classes, and is under the patronage of the Immaculate Conception.

Faculty Moderator: Reverend J. Joseph Lynch, S.J.

Officers: Thomas V. O'Keefe, '33, *First Prefect;* John S. Stella, '33, *Second Prefect;* James S. Conway, '33, *Secretary;* Daniel J. Ahearn, '33, *Treasurer.*

SODALITY OF THE HOLY ROSARY

This Sodality is composed of non-resident students of the Sophomore and Freshman classes, and is under the patronage of the Holy Rosary.

Factulty Moderator: Reverend Ignatius W. Cox, S.J.

Officers: Joseph M. Meagher, '35, *First Prefect;* Thomas E. Walsh, '35, *Second Prefect;* John E. Savarese, '35, *Third Prefect;* Robert E. White, '35, *Secretary;* Gilbert J. Nelligan, '35, *Treasurer.*

MEDIATRIX OF ALL GRACES SODALITY

This Sodality is composed of the students of the Freshman Bachelor of Science Course, and is under the patronage of Our Lady Mediatrix of All Graces and St. Robert Bellarmine. Formed 1932-1933.

Faculty Moderator: Reverend John J. Colligan, S.J.

Officers: John E. Bell, '36, *First Prefect;* Edward J. Coe, '36, *Second Prefect;* John H. Schumann, '36, *Third Prefect;* George C. Schloemer, '36, *Secretary.*

ST. JOHN BERCHMANS SODALITY

The members of this Sodality serve Mass, and assist at Benediction and the other public religious functions held throughout the year.

Faculty Moderator: Mr. Joseph T. Webber, S.J.

Officers: John E. Callaghan, '33, *President;* Michael C. Hayes, '33, *Vice-President;* Daniel W. Alvino, '33, *Secretary;* Jeremiah P. Crean, '33, *Master of Ceremonies.*

SOCIETY OF ST. VINCENT DE PAUL FORDHAM UNIVERSITY CONFERENCE

The object of this conference is to sustain its members by mutual example in the practice of a Christian life; to visit the poor in their dwellings and to apply themselves according to their abilities and the time which they can spare to the elementary and Christian instruction of poor children whether free or imprisoned; also to undertake any work of charity which will not oppose the end of the Society.

The members visit the sick in nearby hospitals and instruct the prisoners at the House of Refuge on Randall's Island in Christian Doctrine and their religious duties.

Through the generosity of the student body and by money obtained from their own efforts, they are able to help the devoted Sisters who labor in our religious communities.

Faculty Moderator: Reverend J. Joseph Lynch, S.J.

OFFICERS: Joseph P. McCluskey, '33, *President;* Adrian F. Clunan, '33, *Vice-President;* William M. Partlan, '33, *Secretary;* John E. Callaghan, '33, *Librarian.*

THE HARVESTER CLUB

The object of this club is to further the work of the Catholic Students' Foreign Mission League according to the general directions of the Diocesan Director of the League and to keep alive, among Fordham students, interest in the American Jesuit Missions in Jamaica and the Philippine Islands. The Harvester Club is the one organization of the University which participates in the diocesan movement among Catholic college students of both sexes for the advancement of interest in the Foreign Missions. Its members have visited parochial schools to instruct the children about the Missions and in the University itself the Harvesters strive to maintain interest in former Jesuit professors or Fordham students who at present may be in the Mission fields.

In co-operation with this work is the direct appeal made monthly to all the students for support of the Foreign Missions and the Society for the Propagation of the Faith. Mite Boxes are distributed to each class and the offerings collected applied to the work of the Foreign Missions.

Faculty Moderator: Reverend Joseph F. Beglan, S.J.

OFFICERS: Charles H. Wilson, '33, *President;* James J. Treacy, '33, *Vice-President;* Gerald J. Flynn, '33, *Secretary;* Joseph F. Peppard, '33, *Treasurer.*

FORDHAM UNIVERSITY COUNCIL OF DEBATE

This society was organized in 1854. Its object is to accustom its members to speak with ease and fluency in public. Meetings are held weekly after class hours. The exercises consist of debates, formal and extemporaneous, on subjects of political or economic interest. Membership is confined to a limited number of students from the two upper classes of the College. A number of intercollegiate debates are held each year and a Lecture Group appears in lectures and debates before many civic, religious and literary organizations. The officers are elected annually.

Faculty Moderator: Mr. Raymond W. Schouten, S.J.

Officers: Daniel J. Ahearn, '33, *President;* Joseph F. Peppard, '33, *Vice-President;* Laurence G. Ehrhardt, '33, *Secretary;* Patrick F. Casey, '33, *Treasurer;* Thomas J. Harvey, '33, *Historian;* William G. LaFrance, '33, *Censor.*

THE HUGHES DEBATING SOCIETY

This Society takes its members from the Freshman and Sophomore classes, succeeding the Freshman Forum, organized in 1924. Its purpose is to train its members in the methods of collegiate debating and thus prepare them for the Council of Debate.

Faculty Moderator: Mr. Thomas P. Ward, S.J.

Officers: John T. Mooney, '35, *President;* Walter A. Sprouls, '35, *Vice-President;* Charles A. O'Reilly, '35, *Secretary.*

THE FORDHAM MONTHLY

The *Monthly* was first published in November, 1882. It is edited by students of the College Department and is the official organ of the student and alumni bodies. The subscription is two dollars per year. Remittances, literary contributions and letters

should be addressed: *The Fordham Monthly,* Fordham University, New York, N. Y.

Faculty Moderator: Mr. Joseph B. Monaghan, S.J.

Editor-in-Chief—John J. Burke, '33. *Assistant Editors*—Henry J. Bender, '33; Frank J. Crane, '33; William Coleman, '33; William C. Keaveny, '33; James D. Alberse, '34; Michael J. Sheehan, '33; James E. Clark, '33; Robert C. Faber, '34; Edmund V. O'Sullivan, '34; William F. Michelfelder, '34; Laurence A. Leavey, '34; Richard J. Lee, '34; William F. Cahalan, '35; Thomas J. Fitzmorris, '36. *Art Editor*—Edward H. Koch, '33. *Business Manager*—James D. Alberse, '34. *Assistant Business Manager*—James S. Conway, '33.

THE FORDHAM RAM

This is the weekly College newspaper and its purpose is to keep the students informed of all the timely, appealing and significant events occurring in the University's various schools. It was begun in 1918. Volumes I and II appeared in 1918 and 1919, and it was then discontinued. Volume III appeared in 1921, and *The Ram* has continued since that date. This brings the interests of the University before all its students and creates school spirit. It enables the metropolitan dailies, too, to get a comprehensive view of events of "news" value.

From the standpoint of the students, *The Ram* is a medium of clear, concise and arresting expression. Those who write in it are compelled to observe and discriminate between real and alleged facts and to cultivate a balance of judgment in commenting on them. They must be reliable in fulfilling their assignments and prompt, persevering and unfailing in their attention to details. The business conduct of the paper develops an executive ability in those who are entrusted with this responsibility.

Faculty Moderator: Harold J. McAuley, A.B., '29; LL.B., '32.

Editor-in-Chief—Michael J. Sheehan, '33; *Business Manager*—Clemens G. Arlinghaus, '33; *Sports Editor*—John J. Smith, '34; *News Editor*—Vladimir J. Svitak, '33; *Ramblings Editor*—James E. Clark, '33; *News Board*—Robert G. Whalen, '34; Howard J. Moran, '34; Eugene Duffy, '34; Vincent J. Gibson, '34; William B. McGurn, '35; *News Staff*—John J. Calarco, '33; William J. Cleary, '33; Edward A. Martin, '34; Joseph T. Quintavalle, '34; George E. Appell, '35; Frank X. Brown, '35; Robert E. Dobson, '35; John J. Horan, '35; Frank J. McMahon, Jr., '35; Walter A. Sprouls, '35; Eugene J. Audi, '36; Frank J. Kavanagh, '36; V. W. McLaughlin, '36; John E. Moosman, '36; Bruff Ware Olin, '36; *Art Editor*—James E. Clark, '33; *Exchange Editor*—John J. Donovan, Jr., '35; *Circulation Manager*—John E. Arens, '33; *Alumni Editor*—Carl L. Albert, '35; *Sports Staff*—John C. Barnwell, '34; George E. Mullen, '34; Thomas Lenahan, '35; James O'Donovan, '35; Arthur A. Mulligan, '36; *Reference Staff*—Frank J. Martorella, '33; John J. McGinty, '34; *Business Staff*—N. P. McCaffrey, '34; Bernard M. Hughes, '35; *Circulation Staff*—James F. Keenan, '34; John F. Savarese, '35.

THE MAROON

In 1916 the first Fordham Year Book, *The Maroon,* was published. It has appeared yearly since that date, and is now one of the best traditions of the College. The history of the graduating class and the participation of its members in the various college activities, their pictures as well as many other pictures of the campus and college activities make it a volume cherished by all, a continuous reminder of college days.

Faculty Moderator: Reverend Charles J. Deane, S.J.

Editor-in-Chief—Ambrose J. Hartnett, '33; *Associate Editors*—Thomas A. Gilmartin, '33; Ambrose J. Quentin, '33; John J. Burke, '33; *Sports Editor*—Michael J. Sheehan, '33; *Photography*—Edward A. Ricciuti, '33; *Business Manager*—Michael J. Ceruzzi, '33.

THE QUILL CLUB

The Quill Club was organized in the Freshman Class of 1925. Its membership was restricted that year to the Freshman Class. It is intended, however, for students of all four college classes, and its purpose is to carry on the work of the Short Story Guild which this year, 1932-1933, was joined to it. At each of the meetings which are held every second week, time is devoted to the study and the practice of the principles and technique of the short story, and original stories are read and criticized and some particular phase of short story construction is presented and discussed.

Faculty Moderator: Reverend James A. Taaffe, S.J.

Officers: Vladimir J. Svitak, '33, *President;* Michael J. Sheehan, '33, *Vice-President;* James D. Alberse, '34, *Secretary;* Robert C. Faber, '34, *Censor.*

FORDHAM UNIVERSITY DRAMATIC ASSOCIATION

"The Mimes and Mummers"

This is the dramatic organization of the College. Four kinds of activity make up the scope of its work—playwriting, acting, directing and stage designing.

A play of some pretension is produced during the year in which grace of speech and movement, and intelligent and dramatic interpretation, especially of the more subtle characters of the great masters, are displayed before the public. This production, as a specimen of finished acting and stage designing, aims to rival professional performances.

Original writing is encouraged and promoted by the one-act-play contests. Not only is the writing done by the students, but the directing and stage designing as well. A sense of responsibility and a versatility with every phase of theatrical work are developed as a consequence.

Faculty Moderator: Mr. John B. Morris, S.J.

Directors: Reverend James A. Taaffe, S.J.
Mr. J. Gerard Cregan, M.A., LL.B.

OFFICERS: Francis J. Tomedy, '33, *President;* Robert McI. Cox, '34, *Vice-President;* John S. Stella, '33, *Secretary;* Laurence A. Leavey, '34, *General Manager;* Laurence A. Leavey, '34; William J. Moody, '33; Leonard F. Riordan, '34, *Board of Directors.*

THE FRENCH CLUB

(Le Cercle Français de l'Universite Fordham)

This Club was organized in 1927. Its chief purpose is to aid its members in perfecting themselves in the conversational use of the French tongue; to encourage interest in French literature and in the reading of the best French authors. It has the further purpose of eventually holding debates and producing plays in French. During the year prominent scholars address the members.

During the scholastic year 1929-1930 the Club published its first annual, *"Le Rayon du Cercle Français,"* which has continued to be issued each year since that date, and has grown in size and interest. The 1932-1933 *Rayon* is devoted to "Catholic Action."

During 1930-1931, too, the French Club edited a monthly paper of four pages, the *Fordham-France,* which has continued to be issued since that date. It is one of the first papers of its kind published by any college in the country, and has received praise from all sides.

Faculty Moderator: Basile G. D'Ouakil, M.A., LL.B.

OFFICERS: Jules A. Beckary, '34, *President;* Patrick F. Casey, '33, *Vice-President;* Joseph D. Sullivan, '35, *Secretary;* Paul A. Towers, '35, *Treasurer.*

Editorial Staff of "Rayon": Jules A. Beckary, '34, *Editor;* Patrick F. Casey, '33; Edmund V. O'Sullivan, '34; J. Deuel Sullivan, '35, *Associate Editors;* Joseph F. Tierney, '34, *Business Manager.*

Editorial Staff of "Fordham-France": Patrick F. Casey, '33, *Editor;* Edmond V. O'Sullivan, '34, *Assistant Editor;* Thomas J. Cuomo, '34; Henry J. Bender, '33; Robert C. Faber, '34; John J. McGinty, '34; Andrew G. Prandoni, '34; Joseph F. Tierney, '34; Frank X. Brown, 35; Maurice E. Cox, '35; J. Deuel Sullivan, '35;

Paul A. Towers, '35, *Associate Editors;* Ahmed Panagrossi, '35, *Sports;* James D. Alberse, '34, *Publicity;* Gerard G. McTigue, '34, *Circulation.*

THE SPANISH CLUB

(Academia Española)

This Club was organized in 1928. Its purpose and aims are to do for Spanish what the French Club does for French.

A Spanish Year Book, *Fraternidad Hispana,* made its appearance at the close of the school year, 1930-1931, and continues to appear yearly.

Faculty Moderator: Basile G. D'Ouakil, M.A., LL.B.

Officers: Anthony W. Fitzgerald, '33, *President;* Thomas A. Diskin, '34, *Vice-President;* Joseph F. McCarthy, '34, *Secretary;* Bernard M. Hughes, '35, *Treasurer.*

Editorial Staff of "Fraternidad Hispana": Anthony W. Fitzgerald, '33, *Editor;* Joseph F. McCarthy, '34, *Assistant Editor;* Hugh J. McCabe, '36; Edward M. O'Gorman, '36, *Associate Editors;* Francis X. Norris, '36, *Business Manager.*

THE ITALIAN CLUB

(Il Circolo di Coltura Italiana)

The Italian Club was organized in 1929. It has the same aim and purpose as the other modern language clubs.

Faculty Moderator: Mr. Thomas McHugh, A.B., LL.B.

Officers: Edward A. Ricciuti, '33, *President;* Pasquale L. Palomba, '34, *Vice-President;* John M. Benjamino, '35, *Secretary;* Angelo J. Botticelli, '34, *Treasurer.*

THE GERMAN CLUB

(Fordhamer Deutscher Kulturverein)

This, the youngest of the modern language clubs, was organized in 1931. Its aims and purposes are the same as those of the other modern language organizations.

Faculty Moderator: Mr. Albert F. Kaelin, M.A.

OFFICERS: Laurence G. Ehrhardt, '33, *President;* Henry J. Bender, '33, *Vice-President;* Vladimir J. Svitak, '33, *Secretary;* John S. Stella, '33, *Treasurer.*

THE MENDEL CLUB

This Club was formed on March 23, 1921, under the direction of Rev. G. A. Caballero, S.J., for students interested in the furtherance of biological research.

Lectures pertaining to the more important points in the study of biology are delivered before the members at the weekly meetings of the Club, and at times distinguished visitors are invited to talk on their special researches in biological subjects.

The library and laboratories of the Biology Department are open at all times for the convenience of the members to carry on their special branches of work.

A monthly paper, called the *Cabmuth*, is published, which contains the reports of the special work and also the latest biological research done in other institutions.

Faculty Moderator: Reverend Joseph Assmuth, S.J.

Moderator of "Cabmuth": Mark T. Crowley, Ph.D.

OFFICERS: David A. Connors, '33, *President;* John F. Rooney, '33, *Vice-President;* Thomas F. Lynch, '33, *Secretary;* Cornelius J. McCloskey, '34, *Treasurer.*

Editors of "Cabmuth": John F. Rooney, '33; Cornelius J. McCloskey, '34.

THE CHEMISTS' CLUB

This Club was formed on February 19, 1931, for "the purpose of promoting and fostering a liking for chemistry, the awakening and stimulation in its members of an interest for research work, and to give them opportunities for imparting to an audience information of a chemical nature."

Membership is limited to students actually attending undergraduate courses in chemistry, provided their class standing warrants acceptance by the Club.

The library, equipment and staff are available to aid any member undertaking special work for presentation before this Club or other similar scientific bodies.

A publication, called *The Retort,* is published monthly containing items of chemical interest.

Faculty Moderator: Reverend Joseph B. Muenzen, S.J.

Director: Mr. Walter A. Hynes, Sc.D.

Officers: Frank D. Pickel, '33, *President;* Edward A. Broad, '34, *Vice-President;* Edward H. McCrossen, '35, *Secretary;* Roy A. Pizzarello, '33, *Treasurer.*

Editors of "The Retort": Edward J. Flanagan, '33, *Editor;* John J. Calarco, '33, *Associate Editor;* Owen J. Cheevers, '33; Francis J. Donohue, 34; William E. Kelchner, '34; Jacob L. Keller, '33; Frank D. Pickel, '33; Roy A. Pizzarello, '33, *Staff;* Edward A. Broad, '34, *Business Manager;* Anthony F. Capraro, '33; August H. Brunner, '34, *Assistant Business Managers.*

THE FORDHAM UNIVERSITY GLEE CLUB

The purpose of the Glee Club is to instil and promote among its members a love and appreciation of the truly beautiful in music, through the medium of choral singing.

Its membership consists of not more than one hundred students of Fordham University. College Freshmen are excluded from membership, but those members of the Freshman class who desire to join the Glee Club must make known their intention before January of their Freshman year, so that they receive six months' training before entering the organization.

The officers consist of a Board of Directors, nine in number, seven undergraduates, the Conductor and the Moderator.

Faculty Moderator: Reverend Theodore T. Farley, S.J.

Director: Frederic Joslyn

Accompanists: Henry J. Bender, '33; Peter P. Potera, '36

Board of Directors: Joseph S. Magrath, Jr., '33, *Chairman;* John F. Brennan, '33; William A. Dunn, '33; John M. Geiger, '34; William T. Foley, '34; Albert M. Vadja, '34; Harold V. Kennedy, '35.

THE FORDHAM BAND

A student organization which furnishes music at athletic games and other activities.

Faculty Moderator: Reverend Harold Mulqueen, S.J.

Director: Lieut. Ernest A. Hopf

Officers: William A. Dunn, '33, *Band Leader;* Clemens G. Arlinghaus, '33, *Manager;* John E. Arens, '33, *Band Conductor;* Eugene H. Duffy, '34, *Librarian.*

THE FORDHAM ORCHESTRA

A student organization which furnishes music at debates and plays, and other activities.

Faculty Moderator: Frederic Joslyn

Officers: Frank D. Pickel, '33, *President;* Albert M. Vadja, '34, *Vice-President;* Daniel F. Garde, '35, *Secretary;* Leonard K. Supple, '34; Charles W. Cloutier, '35, *Librarians.*

FORDHAM UNIVERSITY ATHLETIC ASSOCIATION

The object of this Association is to promote the athletic interests of the University, and to discuss and determine matters of management pertaining to the welfare of collegiate and intercollegiate sports.

Faculty Moderator: Reverend John P. Fitzpatrick, S.J.

FORDHAM UNIVERSITY LIBRARY

OFFICERS: John F. Coffey, '10, *Graduate Manager;* James E. Clark, Jr., '33, *President;* William J. Moody, '33, *Vice-President;* Michael C. Hayes, '33, *Secretary;* Rev. Joseph T. Keating, S.J., *Treasurer;* Raymond D. O'Connell, '16; Hon. John J. Sullivan, '14; Hon. Edward J. Walsh, '12, *Alumni Advisory Board.*

Football:

Michael J. Ceruzzi, '33, *Manager.*
Edwin C. Furey, '34, } *Assistant Managers.*
Frank M. Reing, '34, }

Basketball:

Jeremiah P. Crean, '33, *Manager.*
Thomas A. Derwin, '34, *Assistant Manager.*

Track:

Donald J. Waldie, '34, *Manager.*
Biagio M. Antonucci, '35, *Assistant Manager.*

Baseball:

John M. Feldhaus, '33, *Manager.*
James F. Corbet, '34, *Assistant Manager.*

Tennis:

John M. Kennedy, '33, *Manager.*
Thomas A. Diskin, '34, *Assistant Manager.*

Swimming:

Robert G. Whalen, '34, *Manager.*
Robert E. White, '35, *Assistant Manager.*

Golf:

Charles M. Wilson, '33, *Manager.*
Ralph F. Lewis, '34, *Assistant Manager.*

STATE CLUBS

The purpose of the State Clubs is to foster a greater spirit of friendship and union among the students of the same State during their college years, as well as to promote their State's interest in Fordham and the interest of Fordham in their respective States.

Faculty Moderator: Reverend Charles J. Deane, S.J.

Connecticut Club (Organized 1925). OFFICERS: Edward A. Ricciuti, '33, *President;* George T. Hubbell, '33, *Vice-President;* Frederick L. Smith, '34, *Corresponding Secretary;* William J. Lenowski, '33, *Recording Secretary;* Myles A. McCarthy, '33, *Treasurer.*

New Jersey Club (Organized 1928). OFFICERS: William F. Howe, '33, *President;* John F. Richardson, '33, *Vice-President;* John F. Daly, '33, *Secretary;* Joseph F. Londrigan, '33, *Treasurer.*

Pennsylvania Club (Organized 1928). OFFICERS: John J. Boyle, '33, *President;* Edwin C. Furey, '34, *Vice-President;* Frank M. Reing, '34, *Secretary;* Clarence J. McGlone, '34, *Treasurer.*

Massachusetts Club (Organized 1928). OFFICERS: Joseph J. Zapustas, '33, *President;* Paul M. Howell, '34, *Vice-President;* Raymond E. Eldred, '36, *Secretary;* Francis V. McDermott, '34, *Treasurer.*

Brooklyn-Long Island Club (Organized 1929). OFFICERS: Francis J. Carmody, '33, *President;* Joseph P. Brady, '33, *Vice-President;* Cornelius J. McCloskey, '34, *Secretary;* John G. Keenan, '34, *Treasurer.*

Upstate New York Club (Organized 1930). OFFICERS: William M. Partlan, '33, *President;* Vincent W. O'Connor, '33, *Vice-President;* John F. Kennedy, '35, *Secretary;* Thomas J. Cooley, '35, *Treasurer.*

Vermont Club (Organized 1932). OFFICERS: Thomas H. Candon, Jr., '34, *President;* William C. Shouldice, Jr., '36, *Vice-President;* T. Douglas McKay, '36, *Secretary;* Basil H. Candon, '35, *Treasurer.*

THE OFFICERS' CLUB

With the establishment of a Coast Artillery Unit of the Reserve Officers Training Corps in 1926, new interest in military matters was aroused. In order to better promote this interest, the Officers' Club was formed in 1929. It included in its membership not only

FORDHAM UNIVERSITY LIBRARY

the present officers, but also graduate members of the alumni, and its purpose is to promote the best interests of the Fordham Unit and to instil a spirit of fraternity between the present and graduate members.

Faculty Moderator: Major Edward L. Kelly, C.A.C., U.S.A.

Officers: William H. Francke, '33, *President;* David A. Connors, '33, *Vice-President;* Joseph S. Genovese, '33, *Secretary.*

THE FORDHAM UNIVERSITY ALUMNI ASSOCIATION

The object of this Association is to strengthen and perpetuate friendships formed at the College and to promote the interests of Alma Mater.

All graduates, as well as students who have passed at least one year in the College course and have left the College in good standing, are eligible to active membership.

A full-time Executive Secretary has an office at Fordham, where Alumni will find a welcome. His duties include the maintaining of a list of all Fordham Alumni and the supervising of the publication of *The Fordham Alumni Magazine,* through which Alumni are kept in touch with the University and with their fellow-Fordhamites.

The following are the officers for the year 1933:

Edmond B. Butler, '16, *President;* John E. Sheehy, '02, *First Vice-President;* Dr. Henry J. Barrow, Med., '19, *Second Vice-President;* Charles J. Kaluberg, '14, *Third Vice-President;* Dr. Thomas A. Barry, '19, *Fourth Vice-President;* Myles B. Amend, '21, *Treasurer;* Edward P. Gilleran, '13, *Executive Secretary;* Harold J. McAuley, '29, *Corresponding Secretary;* George A. Brooks, '24, *Recording Secretary;* Sylva C. Lachapelle, Law, '24, *Historian. Board of Directors*—Edward P. Gilleran, '13; Rev. John F. White, '10; Edmond B. Butler, '16; Myles B. Amend, '21; Edward J. McCullen, Law, '27; George A. Brooks, '24; Paul T. McCauley, '15; Charles T. Murphy, '26; John V. Mara, '30.

THE EIGHTY-EIGHTH ANNUAL COMMENCEMENT

His Excellency
Most Reverend Francis J. Spellman, D.D., '11
Auxiliary Bishop of Boston
Presiding

The Campus, Wednesday, June 14, 1933, 4 P. M.

PROGRAMME

Overture—"Orpheus" . . . . . *Offenbach*

Processional—"Flag of Victory" . . . . . *Von Blon*
Procession of the Graduates, Alumni, Faculty and Guests

RECTOR'S ADDRESS
Very Reverend Aloysius J. Hogan, S.J., Ph.D.

Valse Lente—"Ballett de Sylvia" . . . . . *Delibes*

CONFERRING OF DEGREES AWARDING OF HONORS

Selection—"Sextette, Lucia di Lammermoor" . . . . . *Donizetti*

ADDRESS TO THE GRADUATES
Frank Pierrepont Graves, Ph.D., Litt.D., L.H.D., LL.D.
President of the University of the State of New York and Commissioner of Education

Recessional—"Thunder of Cannon" . . . . . *Meinecke*

DEGREES CONFERRED

The Honorary Degree of Doctor of Laws is conferred on

Frank Pierrepont Graves, Ph.D., Litt.D., L.H.D.
The Right Reverend Arthur J. Scanlon, A.B., S.T.D.

The Honorary Degree of Doctor of Letters is conferred on

William T. Walsh, A.B.

On this Fiftieth Anniversary of their Graduation, Fordham University honors these two devoted sons of the Class of 1883

The Right Reverend Paul T. Carew, Ph.D., LL.D.
Charles L. Nagle, A.M.

The Degree of Doctor of Philosophy, in course, is conferred on

John Paul Barnes
Reverend Edward Joseph Kern
Irene McGeough
Albert Francis McGuinn, S.J.
Margaret Marshall
Philomena Marsicano
Leonard J. Piccoli
Thomas Joseph Smith
James Edward Tobin
Louis A. Warsoff
Frank D. Whalen

The Degree of Master of Arts, in course, is conferred on

Brother Ambrose of Jesus Delaney, F.S.C.
David James Bannon, Jr.
David N. Barocas
David Blumstein
Mother Kathleen Connick, R.S.C.J.
Francis X. Connolly
M. Francis Croke
Kathryn Rita Danahee
Maude Downey
Muriel Agnes Dwyer
Sister M. Fabian Gallagher, I.H.M.
Brother Finan Whelan, F.S.C.
Mary Scott Finn
Florence R. Fischer
Edward Michael Fitzgibbon
John Francis FitzSimons
Stephen Edward Flynn
Dora Ellen Fry
Florence F. Goodwin
Sister M. Grace Cox, C.S.A.
Louis Joseph Gregory
Gertrude Monica Hansbery
May C. Hatton
Reverend Daniel J. Hurley
Joseph Justin Kelleher
Helen Elizabeth Kenny
Madeline Lagomarsino
Brother John Lawrence Shea, F.M.S.
Rose A. Lee
Mary Helen Loonam
Kathryn Regina McArdle
Thomas F. McGann
Edward Gerard McGlinchy
Elizabeth Anne McLaughlin
Margaret J. McVeigh
Gerald B. MacKinney
Teresa Rita Manning
Reverend Marcellus P. Manzo, O.M.Cap.
Brother Nicholas Whiteside, F.M.S.
Julia C. O'Connor
Reverend Francis J. O'Neil
Genevieve Elizabeth O'Reilly
Jean M. O'Reilly
Margaret Ormond
Frank J. O'Rourke
Joseph B. O'Shea

Mother Mary Paula McManus, S.H.C.J.
John J. Quinn
Victor John Rafinski
Frances R. Reilly
Louise T. Ryan
Veronica Gale Sammel
Joseph G. Scully
William V. Sheerin
Joseph Russell Sherlock
Eloise Sophie Ullrich
James Vaughan
Charles Joseph Walsh
H. Anita Werckle
Ella Marguerite Wilkins

The Degree of Master of Science, in course, is conferred on

Herman Asch
Jose B. Barcelon
Francis John Kaszuba
Harry H. Schneider
Edward Power Whalen

The Degree of Bachelor of Arts, Fordham College, in course, is conferred on

Cornelius M. Ahearn
Daniel J. Ahearn
John E. Arens *(Cum laude)*
Clemens G. Arlinghaus, Jr. *(Summa cum laude)*
William J. Baade, Jr.
David J. Barry
Henry J. Bender, Jr.
Francis B. Bohan
Michael S. Bohan
Henry J. Bott
John E. Bowes
John J. Boyle
Thomas F. Boyle
James F. Brady *(Magna cum laude)*
John B. Brady
Joseph P. Brady
John J. Brennan
Edmund R. Brosnan
Thomas M. Brosnan
John J. Burke *(Cum laude)*
John E. Callaghan
Francis M. Carmody
Patrick F. Casey *(Cum laude)*
Anthony J. Cavadi
Michael J. Ceruzzi
Edward L. Chatlos
Owen J. Cheevers
James E. Clark, Jr.
William J. Cleary
James F. Cockerill
William A. Coleman
John Conley
Daniel P. Conway
James S. Conway
Joseph F. Cook
John L. Corrigan
John J. Courtney
Francis J. Crane
Jeremiah P. Crean
Edward J. Curtin
John F. Daly
William H. Degenhard
Francis P. Delany
Salvator V. De Maio
Y. Comonfort Denman, Jr.
Edward P. Dolan
John A. Donahue
Robert M. Donohue
John J. Duffy
William A. Dunn
Francis H. Eberling
John E. Edwards
Laurence C. Ehrhardt
James L. Farrell
John M. Feldhaus
Francis G. Fisher
James C. Fisher
Anthony W. Fitzgerald
John P. Fitzgerald
Gerald J. Flynn
William H. Francke, Jr.
Charles J. Garbarini
John G. Garbarini
Albert A. Garofalo
Thomas M. Gilmartin
Ambrose J. Hartnett *(Cum laude)*
Richard G. Hartnett
Thomas J. Harvey
John B. Head

Gerald I. Healy
John B. Henrich, Jr. *(Summa cum laude)*
James F. Hogan
Richard B. Holland
Thomas F. Horan
William F. Howe
Thomas M. Hurley
Robert W. Jordan
William C. Keaveny
Robert E. Keegan
Jacob L. Keller
John B. Kelley
Thomas J. Kelly
Edward H. Koch, Jr.
Raymond F. Kothe
Louis E. Kratchowil
Anthony P. Kuchis
William V. Kuhn
William G. La France
James J. Landers, Jr. *(Cum laude)*
James J. Lavin
John J. Lawlor
Walter E. Lawlor
William J. Lenkowski
John F. Loehr
Joseph F. Londrigan
Francis E. McAloon
Henry P. McCabe
Matthew E. McCarthy
James I. McConville
Edward J. McDonough
Charles F. McEnroe
John A. McInnis
Christopher K. McKeever
James J. McMahon, Jr.
Peter A. Maher
Robert J. Malang
Robert E. Malone
Louis A. Martin, Jr.
Harold G. Melville
Thomas P. Mesick
Michael J. Mezzacane
Albert F. Mooney
Richard J. Moran
Henry E. Morelli *(Cum laude)*
James P. Morris
John A. Mullen
John P. Mullen
Leo F. Mullin
William J. Murphy
Joseph T. Neary
John H. Norris
Edward J. O'Connor
William V. O'Connor
Francis X. O'Donnell, Jr.
Thomas V. O'Keefe
Francis X. O'Sullivan
Rocco M. Paone
William M. Partlan *(Cum laude)*
Joseph F. Peppard
Paul H. Phillips
Adrian R. Porcelli
William H. Power, Jr. *(Cum laude)*
Ambrose J. Quentin
Lawrence A. Quinlan
Cosmos J. Reale
John J. Reicher *(Cum laude)*
George E. Reilly
Andrew G. Reitwiesner
Edward A. Ricciuti
John F. Richardson
Hamilton B. Rider, Jr.
Victor Romano
William D. Rotchford
Randel E. Ryan
Thomas A. Sampson
Walter J. Shannon
John P. Sheahan
Michael J. Sheehan
Peter F. Sheehan
Howard J. Smith
Franklin A. Spitz
Walter J. Stapleton
John S. Stella
John J. Stewart, Jr. *(Cum laude)*
Vladimir J. Svitak
Francis J. Tomedy *(Magna cum laude)*
James J. Treacy
Andrew J. Tully, Jr.
John J. Vickers
Joseph P. Wallace
Charles M. Wilson
John A. Wilson

The Degree of Bachelor of Science, Fordham College, in course, is conferred on

Daniel W. Alvino, Jr.
Arthur A. Amendola
John F. Banzhaf
John A. Bilhoefer

Angelo J. Botticelli, Jr.
James V. Budds
Paul J. Calabro
John J. Calarco
Anthony F. Capraro
Justin L. Cashman
Adrian F. Clunan
Jerome J. Connolly
David A. Connors, Jr.
James B. Cummins
Frank Del Pozzo, Jr.
Edward S. Dermody
John J. Dolce
Thomas J. English
Louis J. Fazio
Edward J. Flanagan
Francis A. Formica
Francis G. Gamble
Joseph M. Giacondino
William M. Gregory
Michael C. Hayes
George T. Hubbell
John E. Hurley
Ralph Imperato
John T. Keane, Jr.
George A. Keating
John M. Kennedy
Joseph N. Kerrigan
Raymond F. Kiernan
William E. Kirwan
Peter J. Lacovara
George A. Lamb
Joseph F. Lupardo
Thomas F. Lynch
Myles A. McCarthy
Joseph P. McCluskey
Bernard F. McCreesh
Bartholomew F. McDonnell, Jr.
John J. McElroy
Joseph F. McManus
Philip J. MacLaren
Joseph S. Magrath, Jr.
Cornelius A. Mahoney
Francis A. Mangini
Frank J. Martorella
Vincent A. Melomo
William J. Moody
Michael P. Mulqueen
Frederick C. O'Connell
Frank D. Pickel
Patrick A. Pilosi
Adolph J. Pingarron
Roy A. Pizzarello
John J. Poggi
Joseph F. Regan
John H. Reilly, Jr.
Joseph S. Riccio
Alfred G. Roberts
John F. Rooney, Jr.
Walter A. Sidlauskas
Leo M. Smith
Frank N. Sorrentina
James P. Spelman
George Spota
Pasquale A. Statile
Frederick J. Stenson, Jr.
Augustus G. Stola
Mario C. Taddeo
John N. Weber

The Degree of Bachelor of Science, Fordham College, Manhattan Division, in course, is conferred on

Boris Ackerman
Joseph A. Adorno
Rosario G. Antoniello
Julius Appelman
George C. Arcaro
Manuel C. Barbarisi
Robert R. Bauman
Stephen Bayus
Laurence P. Bory
John F. Carney
Murray J. Chikofsky
Bernard F. Condon
James V. Costanzo
Ennio D'Alessandro
Gerard D'Alessio
Abraham I. Dancik
Arthur J. Davie
Robert A. Davis *(Cum laude)*
Joseph C. Diana
Dominic N. Di Chiara
Edward J. Dillon *(Cum laude)*
Rocco B. Di Napoli
Gerald J. Dunworth
Herman Elegant
M. Eliot Elicofon
Sidney Follick
Bernard Gans
Joseph F. Gentilela
Jacob Gershanowitz
Jack Gershtenson

Biagio F. Giaquinto
Sam Goldstein
Harry Gross
Milton Gross
Benjamin Jaffe
Theodore J. Karrasch
Benjamin Katz
Herman Klorman
George P. Kurtz
Thomas C. La Piana
Amedeo L. Lauritano
John J. Lawlor
Emil Leto
George Levine
Walter S. McComb
John F. McGeady
Bernard W. McLaughlin
Edward E. McMahon
Francis J. Mahoney
Edward J. Mallon
Richard C. Malone
Louis W. Marko
Edward A. Martocci
George J. Meade
Silvio J. Mollo
John J. Morrissey
Laurence A. Morrissey
Seymour L. Morse
John A. Mullaney
Edward F. Murphy
Arthur G. Nevins *(Cum laude)*
Joseph B. Nugent
Morris N. Parnes
Francis X. Ryan
Alfred A. Santaniello
Daniel J. Scala
Morris D. Schenkman
Francis P. Scola
John F. Sonnett
Philip Strauss
Samuel S. Sturim *(Cum laude)*
Julius Tanenbaum
Victor Tarry
Joseph C. Tomaszewski
John G. J. Walsh
Casper G. Wolf
Isidore Zimmerman

The Degree of Bachelor of Science, School of Business, in course, is conferred on

John J. Dannhardt
James A. Doyle
Herbert C. J. Sandner
Raul Lopez Videla

The Degree of Bachelor of Arts, Teachers College, in course, is conferred on

Marie Frances Curley
Josephine Maria DeNigris *(Cum laude)*
Sister M. Dionysia Rank
Sister Mary Irma Berko, D.D.C.
Sister M. Laurentia Martin, O.P.
Sister Mary Martha Mazziotte, P.S.C.

The Degree of Bachelor of Science, Teachers College, in course, is conferred on

Eunice E. Aker *(Cum laude)*
Maxine Berner
Margaret A. Booth
Claire E. Buckley
Ruth P. Collins
Mary V. Cummings
Margaret M. D'Agosto
Julia A. Dunne
Marie A. Finley
Margaret M. Gallagher
Anastasia M. Garrity
Edgar Charles Hayhow
Agatha F. Hopkins
Veronica M. Horan
Emily V. Katz
Anna Kerr
Agnes T. Kelly
Genevieve M. Larkin
Mary J. Leavey
Helen T. Lenahan
Teresa J. Locatelli
Mary A. McAniff
Catherine C. McInerney
Pauline Miller
Irene A. Molitoris
Italia E. Pennacchia

Honora M. Pettorsson
Mary Theresa Prial
Josephine M. Rescigno
Aurelia Rodriguez
Mildred A. Shearin
Catherine V. Sullivan
Margaret G. C. Sweeney
Florence Tancer
Marie Todaro
Ann Yeselson
Mary A. Williams
Mary I. Wylie *(Cum laude)*
Esther R. Zingaro
Helen Zuckerman

The Degree of Bachelor of Science in Education, Teachers College, in course, is conferred on

Isabel Adams
Sister Annunciata Donnelly, O.S.B.
Sister M. Arilda Shanley
Nora Marie Barron
Florence Marie Bolan
Catherine Rita Brady
Dorothy E. Brady
Victor L. Busch
Ann M. Cavanagh
Sister Clara Rose McGrath
Catharine E. Connell
Margaret M. Connolly
Nellie Connolly
Samuel Cooper
Mabel L. Coyle
Mary F. Crummy
James Michael Cummings
Mary I. Cunningham
May T. Cunningham
Arno Elaine Day
M. Edward DeFazio
Nathan Stephen Devine
Alice Irene Dooley
Mary J. Dowling
Jacob Feldman
Jeannette Marie Frese
Agnes Funke
Inez Miller Fyfe
Brother George Francis Byrne
Irene Geraghty
Sister M. Gerald Corcoran, O.S.D.
Inez Gillen
Leocadia Valeria Grzebik
Augusta I. Gustafson
Florence Veronica Hallahan
Kathleen Halpin
Charles J. Hausman
Margaret Mary Hickey
Agnes R. Higgins
Anne O'Connor Holland *(Cum laude)*
Sister Mary Hubert Gantly, O.S.D.
Assumption Hanora Hughes
Sister Mary Immacula Winberry, O.S.D.
Frederick Howard Jelly
Sister Mary John Dowd
Sister Joseph Angela McGrath
James B. Kane
Kathleen H. Keegan
Mary Elizabeth Kehoe
Eleanor Frances Kells
Genevieve Kelly
Jane C. Kenny
Josephine Mary Kiernan
Sister Maria Lazare Clark
Brother Linus William Hall
Josephine Violetta LoMonaco
Sister Louis Gonzaga Coady
Sister M. Lucille Mullen, O.P.
Grace Marie Lynch
Jane Cecelia McAghon
William Andrew McCarthy
Edward James McCleary
James A. McMahon
Sister Maria Madeleine Brady, S.C.
Sister Margherita Grillone, F.M.A.
Sister Marietta Gavan, O.S.D.
Lucie Lenore Mathews
Louise C. Maudlin
Grace Durning Millard
Sister M. Monica Hopkins, O.P.
Louise B. Newman
Florence Teresa O'Brien
Mary Whelan O'Connor
Sister Mary Paul Lafferty
Dorothy Petrikat
May C. Quinn
Max Roller
Francis J. Ryan
Genevieve J. SanFilippo

Albert C. Scheller
Hertha E. Schlobohm
William C. Scully, Jr.
Anna J. Sheridan
Mary Kelly Shuttleworth
Lucia Sobaje
Gertrude Lorraine Sullivan
Edna White
Elizabeth Veronica Wynn

The Diploma of Graduation in Sociology and Social Service is awarded to

Sister Mary Cecilia Long
Sister Mary Colette McCarthy
Manuel Cabranes
Kathryn Rita Danahee
Muriel Agnes Dwyer
John Francis FitzSimons
Kathryn Emma Herbst
Joseph Justin Kelleher
Kathryn Regina McArdle
Margaret Zetta McGuire
Incoronata Mattia
Pablo Gat. Peralta
Geraldine Mary Ryan
Veronica Gale Sammel
Arlene Hill Zerega

The Degree of Bachelor of Laws, in course, is conferred on

William M. Adelman, B.S.
Daniel J. Ahearn, A.B.
Edward R. Amend, A.B.
Herbert T. Anderson
F. Morgan Anglim, A.B.
Orlando J. Antonsanti
Frederick P. Armstrong, Jr., A.B.
Charles F. Bachmann, A.B.
Frank E. Battaglia
Daniel J. Bellew, A.B.
Harold F. Berg
Meyer H. Berkowitz, B.S.
Bernard Bienstock, B.S. in S.S.
Gerald G. Blanchard, A.B.
Samuel Bobrowsky
Robert J. Boyle, A.B.
John E. Brady
John P. Breen, A.B.
Thomas M. Brennan, B.S. in Bus. Admin.
Sylvan A. Burg
Alfred G. Burger
Thomas L. Cahalan, A.B.
Thomas J. Callan, B.S. in Bus. Admin.
John M. Cannella, B.S.
Robert P. Capes, A.B.
Joseph P. Carroll, B.S.
William J. Carroll
James P. Casey, A.B.
Frances C. Chambers, A.B.
Solomon M. Cheser, B.S. in S.S.
Norman Cohen
Christopher G. Coleman, A.B.
Norbert J. Collins, A.B.
Guy L. Colson, Jr., A.B.
James K. Connell, A.B.
Marie C. Connolly, A.B.
Francis X. Conway, A.B.
Leo A. Conway, B.S.
Briant S. Cookman, A.B.
Bernard Cooper
John J. Crotty, A.B.
John A. Crysler, A.B.
James V. Curtin, A.B.
Francis J. Daly, A.B.
Fred P. Dawson
Melvin P. Dawson
John J. Defino
Ernest DeLuca, A.B.
Albert J. Devany, Graduate, United States Naval Academy
Travers E. Devlin, B.S.
Donald C. Dickheiser, A.B.
George Dillemuth
Thomas F. Dobson, A.B.
Maurice D. Dolphin
James F. Donnelly, A.B.
Joseph A. Doran, A.B.
Charles E. Duross, Jr., A.B.
Raymond F. Dwyer, B.S. in C.E.
Franklin G. Edwards
David Eizenman
Sylvan H. Elias, A.B.
Martin Feely, A.B.
Pallister H. Feely
Harry L. Fein, A.B.
Alexander C. Fernandez
Joseph M. Ficco, B.S.
Clement E. Finkelstein, A.B.

Abraham B. Fischer, M.D.
Maurice A. Fitzgerald, A.B.
John F. Fitzsimons, A.B.
Thomas K. Flynn, A.B.
Thomas J. Foley
Irving D. Friedman
David Fromson
Angelo D. Fusaro
Joseph V. Gallagher, A.B.
Irving Gans, A.B.
Joseph D. Geoly
Joseph Giannini, B.S.
Peter A. Gioberti, B.S.
Benjamin P. Gladston
Theodore E. Glicenstein, B.S.
Harold I. Gold
Joseph L. Goldberg, A.B.
Mordecai Goldberg
Ira I. Gollobin
Samuel B. Gorin, B.A.
William E. Grady, A.B.
Charles W. Gray
Morton D. Grossman
John M. Grotheer, B.S.
Edward A. Haffer
Teresa A. N. Haggerty
Thomas F. Hamill, A.B.
Morris Harris
Clayton J. Heermance, Jr.
Phillip Heller, B.S.
Francis X. Hennessy
Morris A. Herson, A.M.
Nicholas C. Heyman, M.E.
Robert H. J. Hicks
Ida K. Hildebrand
Frederick C. Hildner, Jr., A.B.
Joseph A. Howard, Jr., A.B.
William Huss
Charles G. Irwin
Joseph Jacobs, B.S.
Bernard Jaffe
Ansco E. Jann, A.B.
Francis G. Jarvis
John J. Joel, B.S.
Patrick Cyril Joyce, Jr., B.S.
Lawrence S. Kaplan, A.B.
Morris J. Kaplan, A.B.
David T. Kearney, A.B.
Edward J. Kelly, A.B.
William A. Kelly, A.B.
Henry J. Kennedy, A.B.
Joseph C. Kenney, A.B.
Francis P. Kenny, A.B.
Edward F. Kiernan, A.B.
Henry J. King, A.B.
Harvey L. Klein
Alfred T. Kolliker, A.B.
Gregory A. Lee, A.B.
Francis J. LeMaire, A.B.
Bernard Levine
John L. Lewis, B.S.
Jules Lindenberg, B.S. in S.S.
Edward D. Love, A.B.
John F. Lynch, Jr., A.B.
William L. Lynch, A.B.
Frank A. Lyons, A.B.
Mary M. Lyons, A.B.
Edward J. McCabe, A.B.
Edward G. McGough, A.B.
Louise C. McGough, A.M.
Joseph W. McGovern, A.B.
(Cum laude)
Joseph E. McMahon, A.B.
Patrick W. McMahon, A.B.
John C. McNamara, Jr., A.B.
John J. Mahoney, B.S.
John V. Mara, A.B.
Anthony J. Maucieri, A.B.
Thomas J. Melchionne
John A. Meyer
Salvatore H. Migliaccio
Karl F. F. Milde, Dr. of Law
John W. Miles
Anthony K. Miller, A.B.
Jacob Milman, B.S.
Joseph F. Minutolo
William F. Monaco, B.S.
John W. Montgomery, A.B.
John F. Mulvey, B.S. in Econ.
John H. Munley, A.B.
Patrick A. Munley, A.B.
Charles F. Murphy
Daniel J. Murphy, A.B.
Joseph A. Murphy, A.B.
Frank A. Muscolina, B.S.
Guido J. Napoletano, B.S.
Alexander Nathanson, B.S.
Herbert V. Neilan, B.S.
Walter J. Neylon, A.B.
Angelo E. Nigro
John F. O'Donnell
Gerald F. O'Mara, A.B.
Eugene P. O'Neil, A.B.
Vincent P. O'Reilly, Graduate, U. S. Military Academy
Irving M. Peretz, B.S.

Alfred G. Perlini
Paul V. Petrillo, B.S.
John E. Phelan, A.B.
Thomas J. Plunket
Helen F. Podvin, A.B.
Thomas E. Pompilio, B.S.
John L. Ragonetti, Jr., Ph.B.
Emil Reich, A.B.
Charles S. Reilley, A.B.
Henry Rittenberg, A.B.
Thomas F. Robinson, Jr., A.B.
David Roemer, B.S. in S.S.
Edward W. Rooney, A.B.
Herbert M. Rosenberg
Irving J. Roth, B.S. in S.S.
Henry W. Rothrock, B.S.
Arthur C. Rutzen
Joseph I. Scanlan, A.B.
Nathan Schaeffer
Frederic C. Scheel
Sigmund Seltzer, A.B.
Sigmund F. Sendrowski
George Shakin, Ph.B.
Stephen I. Shanahan, C.E.
Charles H. Shapiro, A.B.
Joseph R. Shaw, B.S.
Lardner H. Shull, A.B.
Alvord B. Smith
John J. Smyth, A.B.
John Stefanko, Jr.
Samuel Stockel, A.B.
Joseph B. Stocknoff, B.S. in S.S.
William M. Stratford, B.S.
Adelbert G. Straub, Jr., A.B.
Joseph Stricks
Alice S. Sullivan, B.S. in Ed.
Francis A. Sullivan, A.B.
Frank J. Suozzi, B.S.
Westervelt A. Taylor, B.S. in C.E.
Benjamin L. Tell, B.S.
Henry F. Teush, A.B.
Arthur J. Thierer, A.B.
George B. Timm, B.S. in E.E.
John P. Tobin, A.B.
John J. Tomich, A.B.
Sylvester J. Tormey, Jr., A.B.
Matthew J. Tosti, A.B.
James S. Troy, B.S. in I.E.
Milton Trupin, A.B.
Angelo W. J. Vacca, A.B.
Abraham Wagman
Charles D. Wahn, B.S.
Howard T. Walden, Jr., A.B.
Francis X. Walsh, A.B.
John G. Ward
William A. Watt, A.B.
Bernard I. Weiss
Gerson A. Weiss, Ph.B.
Robert E. Welch, A.B.
William R. White, Jr., A.B.
Sidney Whitman, A.B.
William J. Williams, A.B.
William H. Williamson, Jr., A.B.
Hana G. Wiltchik, A.B.
Barney Wolfson, B.S. in S.S.
R. Sterling Worden, A.B.
Anthony G. Zingales, A.B.
Paul Ziporkis, B.S. in S.S.

The Degree of Bachelor of Science in Pharmacy is conferred on

Alexander Gudwin
Jacob Nathan Stieber

The Degree of Pharmaceutical Chemist is conferred on

Meyer A. Baron
Edward Goldstein
Donato Michael Minicucci
Arthur Noto

The Degree of Graduate in Pharmacy is conferred on

Harry Alpert
Alexander Anthony Andrietta
Leo Banner
Herman Barnett Barash
Kenneth Belinker
John Philip Benincasa *(Cum laude)*
Victor Binstock
David Block
Henry Bodin
Frank Bozza
Sydney Brainin
Murray Brender
Orlando Emanuel Cacace
Constantino Casalino
Albert Francis Castellani

David Cohen
Louis Cohen
Gerald Cornblatt
Irving Davich
Anthony Michael Dello Iacono
Joseph Anthony Dinoia
Boris Dolen
William Doria
Vinson Potter Doyle
Herbert David Drell
Max Driansky
Joseph Leon Dubin
Manuel Vincent Eccellente
Harry Eichler
Benjamin Entin
Abraham Robert Epstein
Herman Epstein
Jacob Fershtman
Morris Henry Finn
Attilio Fortunato
Frank Franzone
Maurice Garriga
Daniel Goldberg
Robert Goldberg
Morris Goldfield *(Cum laude)*
Joseph Israel Gordon
Morris Gordon
Morris Grauer
Francis Aloysius Grogan
Jacob Halperin
William Harris
Emanuel Mac Hecht
Herman Bernard Heilpern
Sidney David Herman
Samuel Hirsch
Hyman Hymowitz
Harry Abraham Jaffin
Solomon Kaduck
Solomon Kaufman
Abraham Klein
Solomon Krantz
Jehudah Krimkowitz
David Krubiner
Aaron Harold Lamkay *(Cum laude)*
David Levy
Louis Thomas Limongelli
Martin Liroff
Andrew John Mangini
Benjamin Manishewitz
Louis Masur
Louis Frederick Meda
David Meyers
Benjamin Miller
Hyman Miller
Milton Mirsky
Arthur Molfoff
Joseph Mungioli
Samuel Neilinger
Gennaro Nunziata
Dominic Pace
Anthony Pascale
Leo Polansky
Samuel Pomerantz
Philip Rabikowitz
Louis Edward Ricciardo
Anthony Frank Riccio
Rubin Rifkin
Louis Rimer
David Roth
Benjamin Rotkowitz
Henry Rubin
Albert Schiffman
Arthur Schwartz
Philip Sheiner
Alexander Shenkin
Irving Siegel
Milton M. Siegel
Isidore Singer
Jacob Singer
Jerome Tamases
Henry Trotsky
Louis Villamana
Joseph John Virgilio
Hyman David Weisberg
Seymour Yager
Mandy Zabludofsky
Philip Zaetz
Henry Zagorin

HONORS AND PRIZES

JUNE, 1933

Honors in the Graduating Class:

Students attaining a general average of 90% or over for the four years of their college course receive the following honors:

90 to 92% general average for the four years—*Cum laude.*
93 to 95% general average for the four years—*Magna cum laude.*
Over 95% general average for the four years—*Summa cum laude.*

In this year's Senior Class, the following were graduated with honors:

Clemens G. Arlinghaus, Jr., *Summa cum laude*
John B. Henrich, Jr., *Summa cum laude*
James F. Brady, *Magna cum laude*
Francis J. Tomedy, *Magna cum laude*
John E. Arens, *Cum laude*
John J. Burke, *Cum laude*
Patrick F. Casey, *Cum laude*
Ambrose J. Hartnett, *Cum laude*
James J. Landers, Jr., *Cum laude*
Henry E. Morelli, *Cum laude*
William M. Partlan, *Cum laude*
William H. Power, Jr., *Cum laude*
John J. Reicher, *Cum laude*
John J. Stewart, Jr., *Cum laude*

PRIZES

The Hughes Medal, founded by Eugene Kelly in memory of Archbishop Hughes, for the student passing the best oral examination in Philosophy, was awarded to

Clemens G. Arlinghaus, Jr., '33

The Jouin Medal, founded by the Alumni in memory of Rev. Louis Jouin, S.J., for the best paper on Evidences of Religion, was awarded to

James D. Alberse, '34

Subject: "The Priesthood of the Laity."

The Mooney History Medal, for the best paper on History, said History relating to the Roman Catholic Church, was awarded to

Edmund V. O'Sullivan, '34

Subject: "Blessed Edmund Campion's Mission to England."

The Jouin-Mooney Medal, for the best paper on an ethical subject, was awarded to

John J. Burke, '33

Subject: "There is a Moral Obligation on National Governments to Form an Effective 'League of Nations'."

The English Literarure Prize of $50.00 in gold, for the best paper on a literary subject, was awarded to

Edmund V. O'Sullivan, '34

Subject: "The Influence of the Catholic Church on the Novels of Walter Scott."

The Fordham University Club Prize of $25.00 in gold, donated by the Fordham University Club to the member of the Council of Debate, who, in the opinion of his fellow-members, has done the best work and made the greatest progress during the year, was awarded to

Edward J. McDonough, '33

The Fordham University Club Prize of $25.00 in gold, donated by the Fordham University Club, to the student in Senior Year who has done the most for Fordham, was awarded to

Joseph P. McCluskey, '33

The Alumni Oratorical Medal for the best original speech at the Annual Oratorical Contest, was awarded to

Edward J. McDonough, '33

The Heydt French Medal, donated by Dr. Herman A. Heydt, to the Freshman student passing the best competitive examination in French, was awarded to

George G. McKenna, '36

The Heydt Spanish Medal, donated by Dr. Herman A. Heydt, to the Freshman student passing the best competitive examination in Spanish, was awarded to

Andrew P. Jaeger, '36

Two Gold Medals, donated this year by Major Thomas C. McDonald, for the best essays on Belgian History, were awarded to

James V. Blancato, '35, and Leonard J. Groppe, '35

Subject: "King Albert of Belgium in War Time."

Prize of $50.00, the gift of the Rev. John D. Roach, to the student who has obtained the highest average in Latin and Greek for the Freshman and Sophomore Years combined, was awarded to

Roger T. Lennon, '35

A Special Medal, donated by the United States Commission for the Celebration of the Two Hundredth Anniversary of the Birth of George Washington, in recognition of the part he had in the National Contest, was awarded to

Martin J. Tracey, '32

AWARDS

The following members of the Graduating Class were commissioned as Second Lieutenants of the Coast Artillery Section, Officers' Reserve Corps, Army of the United States:

John J. Calarco	Francis A. Formica
David A. Connors	William H. Francke
Frank Del Pozzo	Albert A. Garofalo
John J. Duffy	Thomas F. Lynch
Edward J. Flanagan	Richard J. Moran

The following members of the Graduating Class received Certificates of Appointment as Second Lieutenants of the Coast Artillery Section, Officers' Reserve Corps, Army of the United States, to be effective when they become of age:

ADRIAN R. PORCELLI MARIO TADDEO

The following named cadets who, by qualification in Rifle Marksmanship, have been selected to represent the Fordham R. O. T. C. Rifle Team, were awarded the University Minor Letters F R T by the University:

MAURICE E. COX WILLIAM J. LAMBERT
FRANCIS J. DALY, JR. CELSO L. MALASPINA
JOHN E. KOUBA, JR. STEPHEN H. RANDOLPH
GEORGE J. SANTORO

The following named cadets of the Freshman R. O. T. C. Rifle Team who, by qualification in rifle marksmanship have been selected to represent the Fordham University Freshman R. O. T. C. Rifle Team were awarded their class numerals:

DONALD CAMPBELL ALBERT H. EICHER
JOHN A. CLEAR ERNEST A. KIBURIS
DANIEL A. CURNAN FELIX J. MASTRANGELO
ALBERT R. DEANGELIS TIMOTHY J. O'CONNOR
CHARLES F. J. WALSH

The following named cadet who, by attaining the highest individual season score in rifle marksmanship, was awarded the Loving Cup presented by the members of the R. O. T. C. Rifle Team:

GEORGE J. SANTORO

The Sevier Sabre, presented annually by Colonel Granville Sevier, United States Army, Retired, to be awarded to the cadet of the graduating class who, by performance of duty, and by qualities displayed during his service in the Reserve Officers' Training Corps is selected as being the best one qualified to be of service as an Officer of the Army of the United States, was awarded to

JOHN J. CALARCO

The Military Order of Foreign Wars Sabre, presented by the New York Commandery, Military Order of Foreign Wars of the United States, to be awarded to the cadet of the graduating class who has displayed the greatest military efficiency and evidence of patriotism, was awarded to

DAVID A. CONNORS

Prizes have been provided by the R. O. T. C. Unit for those students who, through competition on Demonstration Day, were winners in the following events:

Strip and Assemble Machine Gun .	1st. WILLIAM J. LAMBERT
	2d. EDWARD A. LORD
	3d. MAURICE E. COX
Manual of Arms	1st. JOHN D. COFFEY
	2d. WILLIAM C. SHOULDICE
	3d. THOMAS D. MCKAY
Strip and Assemble Automatic Pistol	1st. WILLIAM J. LAMBERT
	2d. VINCENT J. PANVINI
	3d. DANIEL F. GARDE

CLASS STANDING

The highest honors in each class are awarded to the student obtaining the highest average over 90% in his marks for the entire year. The prize for second honors is awarded to the student next in merit. Students attaining a yearly average of 85% are entitled to honorable mention.

The gold medal for the highest honors in the Graduating Class was awarded to

CLEMENS G. ARLINGHAUS, JR.

The silver medal for second honors was awarded to

JAMES F. BRADY

Honorably mentioned:

Cornelius M. Ahearn	George A. Lamb
Arthur A. Amendola	James J. Landers
John E. Arens	John J. Lawlor
David J. Barry	Walter E. Lawlor
Henry J. Bender	William J. Lenkowski
Henry J. Bott	James I. McConville
Joseph P. Brady	Thomas P. Mesick
Thomas J. Brosnan	Albert F. Mooney
John J. Burke	Henry E. Morelli
Patrick F. Casey	Joseph T. Neary
Michael J. Ceruzzi	Edward J. O'Connor
James F. Cockerill	William V. O'Connor
David A. Connors	Francis X. O'Donnell
Francis J. Crane	Francis X. O'Sullivan
John F. Daly	William M. Partlan
Edward S. Dermody	Frank D. Pickel
Lawrence C. Ehrhardt	William H. Power
James C. Fisher	Cosmos J. Reale
Albert A. Garofalo	John J. Reicher
Thomas M. Gilmartin	William D. Rotchford
Ambrose J. Hartnett	Howard J. Smith
John B. Henrich	Frank X. Sorrentina
James F. Hogan	Franklin A. Spitz
Thomas F. Horan	John J. Stewart
Jacob L. Keller	Francis J. Tomedy
John B. Kelly	John J. Vickers
William V. Kuhn	John N. Weber

The gold medal for the highest honors of the Junior Class, Section "A," was awarded to

Vincent J. Gibson

Honorably mentioned:

John V. Connorton	James F. Keenan
Francis J. Donohue	Daniel J. McAuliffe

Armand F. Macmanus	John G. O'Hara
Howard J. Moran	Charles E. Wichtendahl

The gold medal for the highest honors of the Junior Class, Section "B," was awarded to

John C. Doud

The silver medal for second honors was awarded to

Albert F. Monte

Honorably mentioned:

Jules A. Beckary	Louis J. Iacovo
Philip A. Coviello	William Kelchner
Joseph A. Davey	Joseph F. McGowan
Raymond F. Dunn	Vincent J. McMahon
Peter J. Giotta	James S. McNeely
William M. Hambrecht	David J. Mountan

George W. Savitscus

The gold medal for the highest honors of the Junior Class, Section "C," was awarded to

Richard H. Appert

The silver medal for second honors was awarded to, *ex æquo:*

A. Richard Kirby
John R. Partheymuller

Honorably mentioned:

James D. Alberse	George V. Hild
Francis J. Connolly	Raymond J. McCall
Alphonsus A. Dietsche	Thomas J. McManus
Francis E. Finnen	James M. Maher
Theobald M. Flynn	James D. Murtaugh
John M. Godfrey	Paul D. Travers
Walter H. Godfrey	Joseph A. Trimarco
Edward C. Halligan	Francis J. Tyrrell

The gold medal for the highest honors of the Junior Class, Section "D," was awarded to

STANLEY T. JARVIS

The silver medal for second honors was awarded to

WILLIAM J. CASEY

Honorably mentioned:

PAUL V. BREITENBERGER
FRANCIS M. BURNS
JOHN B. CARROLL
JAMES F. CURTIS
EDWARD J. DELAGI
VINCENT DEP. FARRELL
JOHN F. FITZGERALD
JOHN GRECO
JULIAN S. JONES
SPARTACUS J. NARDONE
FREDERICK J. SAGER
JOHN R. SZYMANSKI

The gold medal for the highest honors of the Junior Class, Section "E," was awarded to

WILLIAM F. STANKARD

The silver medal for second honors was awarded to

ANDREW G. PRANDONI

Honorably mentioned:

JOSEPH A. BONITSKI
AUGUST H. BRUNNER
ROBERT J. CARROLL
FRANCIS T. CHRISTOPH
EDWARD V. DAUBNER
FRED J. FRESE
JAMES L. GALLUZZO
JOSEPH P. MCCARTHY
CELSO L. MALASPINA
JOSEPH A. MELLOW
EDWARD F. ROGERS
ALBERT M. VAJDA
ROBERT G. WHALEN
FRANCIS M. WOJTUSIAK

The gold medal for the highest honors of the Sophomore Class, Section "A," was awarded to

ROGER T. LENNON

The silver medal for second honors was awarded to

ANTHONY J. BABIAK

Honorably mentioned:

George E. Appell	Hugh J. Foley
Michael F. Bellew	Harold V. Kennedy
Joseph M. Carbonara	John P. Linehan
James F. X. Carney	Anthony J. Persico
John H. Davidson	John J. Phelan
Robert E. Dobson	Cornelius K. Roche

The gold medal for the highest honors of the Sophomore Class, Section "B," was awarded to

James E. Fogarty

Honorably mentioned:

Edward C. Holland	Harold X. McGowan

The gold medal for the highest honors of the Sophomore Class, Section "C," was awarded to

Sidney J. Mulholland

The silver medal for second honors was awarded to

John F. Kennedy

Honorably mentioned:

Peter L. Barba	John J. Horan
John J. Donovan	Daniel J. Steible
Francis L. Gundling	Howard J. Walsh

The gold medal for the highest honors of the Sophomore Class, Section "D," was awarded to

Joseph T. Cashman

Honorably mentioned:

Frank X. Brown	Lester W. Gwaltney
James G. Connelly	William B. McGurn

The gold medal for the highest honors of the Sophomore Class, Section "E," was awarded to

James V. Sullivan

The silver medal for second honors was awarded to

VINCENT J. SHARKEY

Honorably mentioned:

EDWARD A. CLARK JAMES J. GERAGHTY
WILLIAM E. FITZPATRICK HERMAN J. HERBERT
ALFONSO L. MISTRETTA

Honorably mentioned in the Sophomore Class, Section B.S. "A":

ROBERT J. GALLATI

Honorably mentioned in the Sophomore Class, Section B.S. "B":

LOUIS H. HEDIGER PHILIP C. NATOLI
JOSEPH D. SULLIVAN

The gold medal for the highest honors of the Sophomore Class, Section B.S. "C," was awarded to

FRANCIS T. MARTORANA

The silver medal for second honors was awarded to

BERTRAND W. NYE

Honorably mentioned:

JAMES E. GALLICO DONAL C. NOONAN

The gold medal for the highest honors of the Sophomore Class, Section B.S. "D," was awarded to

NICHOLAS J. ROSIELLO

Honorably mentioned:

THOMAS J. RABY JOHN J. WALDRON

The gold medal for the highest honors of the Freshman Class, Section "A," was awarded to

GEORGE G. MCKENNA

The silver medal for second honors was awarded to

JOHN P. LAHEY

Honorably mentioned:

Eugene J. Audi	Edward B. McDermott
Vincent J. Dermody	Robert A. McElligott
Thomas J. Fitzmorris	Henry A. Schloemer

Graham H. Walworth

The gold medal for the highest honors of the Freshman Class, Section "B," was awarded to

Thomas F. Hilbert

The silver medal for second honors was awarded to

Wilbur V. Keegan

Honorably mentioned:

Robert J. Cain	John I. McGiver
Roger F. Durand	Clinton J. Maguire

Honorably mentioned in the Freshman Class, Section "C":

Mark R. Batten	William T. Farley
Francis P. Bergin	William A. Harvey
William J. Dillon	William J. Hirten

Thomas F. McGann

Honorably mentioned in the Freshman Class, Section "D":

Julius Miskinis	Theodore P. Roeser
Carmelo J. Pernicone	James S. Scott

Honorably mentioned in the Freshman Class, Section "E":

Daniel G. Amend	Francis M. Dean

George J. Laemmle

The gold medal for the highest honors of the Freshman Class, Section "F," was awarded to

Henry B. Franey

Honorably mentioned:

John A. Clear	Harry P. Cronin
Richard J. Cotter	William A. Mannetti

The gold medal for the highest honors of the Freshman Class, Section B.S. "A," was awarded to

DONALD CAMPBELL

Honorably mentioned:

ARTHUR P. CAPOBIANCO
HOWARD E. FINNEY
FRANK E. JABLONSKI
JOSEPH J. JOERG
JAMES W. MCSHERRY
RAYMOND W. MAGUIRE
SERAFINE R. MASIELLO
FRANK R. SCHIPA
JOHN WINKLEY

The gold medal for the highest honors of the Freshman Class, Section B.S. "B," was awarded to

DENIS A. O'DONNELL

Honorably mentioned:

EDWARD J. COE
THOMAS EVANS
NICHOLAS M. MURPHY
PATRICK M. VESPIGNANI

Honorably mentioned in the Freshman Class, Section B.S. "C":

JOSEPH P. DWYER
WILLIAM F. GIESEN
JOHN T. HILDEBRAND
FRANCIS M. MALLIN

The gold medal for the highest honors of the Freshman Class, Section B.S. "D," was awarded to

GEORGE I. HEFFERNAN

The silver medal for second honors was awarded to

GEORGE G. GILMORE

Honorably mentioned:

JAMES L. PROCTOR
LOUIS PROFUMO
PETER J. RISO

PART III

CATALOGUE
SCHOOL OF LAW

THE
SCHOOL OF LAW
OF
FORDHAM UNIVERSITY

ANNOUNCEMENT, 1933-1934

FORDHAM UNIVERSITY
FORDHAM, NEW YORK, N. Y.

LOCATION OF THE SCHOOL

The School is located on the twenty-eighth floor of the Woolworth Building, in the center of the office district, in the vicinity of the Federal and State Courts, and within a few minutes' walk of the Brooklyn Bridge, the subways, all the Elevated lines, the New Jersey Ferries and the Hudson Tunnels.

A section of the Evening School is conducted also on the University grounds, Fordham Road, New York.

INFORMATION

The office of the Registrar of the Law School in the Woolworth Building, 233 Broadway, New York, is open during every business day of the year. Information regarding the requirements of the School for entrance, for degree and for admission to the bar, may be obtained upon application.

For further information, address

CHARLES P. DAVIS, Registrar

Woolworth Building

New York, N. Y.

THE

SCHOOL OF LAW

OF

FORDHAM UNIVERSITY

NEW YORK

Academic Year 1933-1934

THE FACULTY

VERY REVEREND ALOYSIUS J. HOGAN, S.J., PH.D. . *President*
THE REV. JOHN X. PYNE, S.J., *Regent and Professor of Jurisprudence*
IGNATIUS M. WILKINSON, A.M., LL.B., LL.D.,
Dean and Professor of Law
I. MAURICE WORMSER, A.B., LL.B., LL.D. . . *Professor of Law*
WALTER B. KENNEDY, A.M., LL.B. . . . . *Professor of Law*
FREDERICK L. KANE, A.M., LL.B. . . . . *Professor of Law*
JOHN A. BLAKE, A.B., LL.B. . . . . *Professor of Law*
FRANCIS J. MACINTYRE, A.M., LL.B. . *Associate Professor of Law*
LLOYD M. HOWELL, A.B., LL.B. . . . *Associate Professor of Law*
RAYMOND D. O'CONNELL, A.B., LL.B. . *Associate Professor of Law*
EDMOND B. BUTLER, A.M., LL.B. . . *Associate Professor of Law*
JOHN F. X. FINN, A.B., LL.B. . . . . *Associate Professor of Law*
JOHN S. ROBERTS, PH.D., LL.B. . . . *Associate Professor of Law*
ARTHUR A. MCGIVNEY, A.M., LL.B. . . *Associate Professor of Law*
GEORGE W. BACON, A.B., LL.B. . . . *Associate Professor of Law*
EDWARD Q. CARR, A.B., LL.B. . . . . *Associate Professor of Law*
WILLIAM J. O'SHEA, JR., A.B., LL.B. . . . . *Lecturer in Law*
THOMAS F. HENNESSY, A.B., LL.B. . . . . *Lecturer in Law*
EUGENE J. KEEFE, A.B., LL.B. . . . . *Lecturer in Law*
JULIAN A. RONAN, A.M., LL.B. . . . . *Lecturer in Law*
JOHN F. KEATING, A.B., LL.B. . . . . *Lecturer in Law*
WILLIAM R. MEAGHER, A.B., LL.B. . . . . *Lecturer in Law*

THOMAS E. KERWIN, A.B., LL.B. . . . . *Lecturer in Law*
GEORGE A. BROOKS, A.B., LL.B. . . . . *Lecturer in Law*
VICTOR S. KILKENNY, A.B., LL.B. . . . . *Lecturer in Law*
J. JOSEPH NOBLE, A.B., LL.B. . . . . *Lecturer in Law*
WILLIAM F. WHITMAN, A.B., LL.B. . . . . *Lecturer in Law*
JOHN C. McDERMOTT, A.B., LL.B. . . . . *Lecturer in Law*

THE REV. JOSEPH T. KEATING, S.J., *Treasurer*
CHARLES P. DAVIS, *Registrar*
CHARLES H. BENN, *Librarian*

PURPOSE OF THE SCHOOL AND SYSTEM OF INSTRUCTION

The design of the School is to afford a practical and scientific education in the principles of

General Jurisprudence.

The Common and Statute Law of the United States.

The System of Equity Jurisprudence.

Pleading and Civil Procedure at Common Law and under the Practice Acts of New York and New Jersey.

The Course for the degree of Bachelor of Laws covers three years.

The case system of study is used. Under this method carefully selected collections of cases are employed as the basis of instruction, the object being to teach the student to deduce legal principles from reported cases, to apply these principles to other cases, and so to develop the power of legal analysis and accurate reasoning by the use of actual decisions of the courts.

Although the aim of the School is to train its students so that they may be qualified to practice law in any common law jurisdiction, special care is taken throughout the course to indicate in each subject the peculiarities of the law of New York. Particular attention is called to the following courses, which have special bearing on the New York law:

1. COMMON LAW AND CODE PLEADING.—In this course the principles of common law and code pleading are taught, and the chief similarities and differences between common law pleading and code pleading (which is in force in New York) are explained.

2. New York Civil Practice.—This course embraces a thorough study of the New York Civil Practice Act.

A comprehensive couse in Analytical Jurisprudence is conducted which gives due consideration to the ethical and historical aspects of the problems with which the philosophy of the law is concerned.

It is believed that the courses of the School are so arranged as to unite a sound training in the fundamental principles of the law with a training in the practical application of these principles to actual legal work.

A course in New Jersey Practice is given throughout the year. This course may be substituted for the New York Practice course by third year students; and, by arrangement with the Registrar, all students may take this course specially, provided there be no conflict with regular courses.

REQUIREMENTS FOR ADMISSION

The School of Law is open to men and women. Applicants for degrees must be at least eighteen years of age upon entering the first year class, must be of good moral character and must present:

1. A certificate of graduation from a University or College approved by the Board of Regents of the University of the State of New York, together with a full transcript of the scholastic record of the applicant; or,

2. A transcript of record showing successful completion of two years of college work in a college or university of standing satisfactory to the School of Law, and proof of having obtained a law student qualifying certificate as required by the University of the State of New York and the Rules of the Court of Appeals.

Any applicant who has attended any other law school and has been required to withdraw therefrom, for deficiency in scholarship, will not be admitted to this school.

It should be noted that the University of the State of New York requires certification to it, on its own forms, of completed high school and college work before its law student qualifying certificate will be issued. Applicants are advised, therefore, to obtain such forms as soon as possible from the Examinations and Inspections Division, State Department of Education, Albany, New York, to have same filled out promptly by the educational institution or institutions in which the applicant pursued his preliminary studies and returned to

the same department, to secure said certificate. Otherwise serious delay in obtaining the necessary credentials may ensue. As provided in the Rules of the Court of Appeals, of the State of New York, completion of two full years of college study or the equivalent thereof, in addition to graduation from an approved high school, is necessary for the procurement of the law student certificate.

ADVANCED STANDING

Students complying with the foregoing requirements for admission to the School, who have, in addition, successfully pursued the study of law for at least one academic year, consisting of not less than twelve year hours of work, in a law school maintaining standards satisfactory to the School of Law, and duly registered by the University of the State of New York, may, on submission of a proper certificate showing successful completion of such work, be admitted to advanced standing. No student will be admitted to advanced standing beyond the second year without the special permission of the Dean.

NON-MATRICULATED AND SPECIAL STUDENTS

A limited number of persons, having a law student qualifying certificate, issued by the University of the State of New York, but not otherwise qualified for admission as hereinabove set forth, will be accepted as special students, not candidates for a degree, on presenting such evidence as the School may require of their fitness to study law. Generally, such students must be qualified by reason of age and other experience so as not to impede the work of the class. The admission of such students, however, is not encouraged.

The attention of applicants under this classification, who intend to seek admission to the Bar of New York, is called to Rule IV of the Rules of the Court of Appeals for the Admission of Attorneys, which provides that applicants for admission to the bar, who have not received the degree of an accredited law school, must have pursued the study of law for four years.

Arrangements may be made also by students who desire to pursue specially one or more courses at regular lecture hours.

STUDIES REQUIRED FOR DEGREE

Every candidate for the degree of Bachelor of Laws is required to take all the courses of the three years, except that third year students may elect either of the Practice Courses.

REGISTRATION

Every applicant for admission to the School must appear in person at the office of the Registrar in the Woolworth Building to fill out the necessary application blank and to file the required credentials.

The Registrar will receive such applications from the third Monday in June until the opening of classes in September.

Students will not be registered under abbreviated or colloquial forms of recognized names. The registered name of the student will be entered on all certificates and degrees of the School, except in case of obvious error, or where the student shall have filed with the School a duly certified copy of an order of a court of competent jurisdiction permitting a change of name, and proof, satisfactory to the School, of compliance with the terms, if any, of such order.

All students already enrolled in the School must register personally at the Registrar's office prior to the commencement of the school year. Students eligible to enter the third year class must appear for this purpose on the Monday preceding the opening of classes between 9 a. m. and 5 p. m. Students eligible to enter the second year class must appear for this purpose on the Wednesday preceding the opening of classes between the same hours.

Any student who fails to appear as above required will not be admitted to classes without the special permission of the Dean.

Matriculation in course is not permitted in the second semester. Special students, however, may register for courses which are conducted during the second semester only.

The School does not conduct any courses during the summer.

DISCIPLINE

The admission, continuance upon the rolls, and graduation of every student is subject always to the full disciplinary power of the School of Law. Furthermore, since a student may be or become undesirable without being subject to disciplinary action, the School reserves the right to require any student to withdraw at any time without cause, and without assigning any reason for such action. In such case an honorable dismissal will be given and a rebate of any tuition fee paid will be made pro rata for the unexpired term.

EXAMINATIONS AND GRADES

Written examinations are held at the end of each semester in all subjects completed therein and as essential parts thereof. Classroom work, so far as practicable, is also a determinant of general standing.

Examinations for all classes will begin at 4.00 p. m. every day during the examination periods except on Saturdays when they will begin at 3.00 p. m.

Excessive absences from lectures will bar the student from examination.

Students must present themselves for examination at the examination held immediately upon completion of every subject unless excused by the Dean. Omission to do so will constitute a failure of such examination by the student.

The standing of students will be indicated by the letters A, B, C, D and F, signifying Excellent, Good, Fair, Poor and Failure respectively. A paper of exceptional merit will be marked A+.

A grade of D or better constitutes a passing mark in any subject.

To continue in good scholastic standing, however, a student must maintain a weighted average grade of at least C in every scholastic year. Any student who fails to do so will not be permitted to continue in the School or to be a candidate for a degree.

In case a student is permitted to defer an examination, he must take the next examination given in the subject. In the meantime, if on the examinations taken by him his weighted average is at least C, he will be allowed to continue conditionally in the School, subject to his maintaining at least said weighted average grade when the deferred examination is taken. If on the examinations taken by him his weighted average grade is less than C, he will be excluded from the School unless and until on taking the deferred examination his weighted average grade is brought up to at least C.

Failed or omitted examinations aggregating two major courses or the equivalent thereof will constitute a failed year irrespective of the weighted average grade obtained by the student. In such case the student will not be permitted to take any re-examination in the failed subjects or to continue in the School or to be a candidate for degree.

Failed or omitted examinations aggregating less than two major courses may be retaken in the case of first and second year subjects at the next regular examinations only and in the case of third year subjects at conditioned examinations only, held on the five days immediately following Labor Day. If again failed or omitted, the student will be required to repeat the subject.

Any student who fails to pass or omits to take the first examination offered in a course required to be repeated as aforesaid will not be allowed to take any further examination therein, or to continue in the School or to be a candidate for degree.

Where the content of a course, in which a student has a failed or deferred examination to take, has changed prior to giving the examination which the student takes therein, the student will be required to prepare himself on the altered content of the course. Should the course be omitted so that no examination is given thereafter in the same, the student may be required to taken an additional course and to pass an examination therein in lieu of the omitted course.

No student will be permitted to enter the third year class with any failed first year course outstanding against him.

LAW LIBRARY

The library is located on the Broadway front of our quarters, with steady natural light by day, and the most modern system of shaded artificial light for evening work.

The location of the space, on the twenty-eighth floor, looking east, with an unbroken view for many miles, and with quiet assured by the height above the street and the solid walls separating the library from the other rooms, all contribute to its attractiveness.

The library is open on week-days throughout the School year to the students of the School of Law and its alumni from 9.00 a. m. to 10.00 p. m. except on Saturdays when it is open from 9.00 a. m. to 6.00 p. m. During the summer vacation period the library is open daily, except Sunday, from 9.00 a. m. to 5.00 p. m.

A library for the use of the University section of the Evening Division is maintained in the Library Building on the University grounds. Students in this section have the privilege also of using the library in the Woolworth Building.

A course of lectures on the use of law books and research work in law is conducted by a member of the faculty, the aim of which is to give the students correct methods in legal research and practice in applying the same to the solution of legal problems.

LAW CLUBS

The law clubs are voluntary organizations of students, functioning under a faculty director. They aim to give the members experience in the preparation of pleadings, cases and briefs for trial, the

trial of cases, argument of appeals and some practice in the preparation of legal documents such as contracts, conveyances and wills. An endeavor is made to interest the first year students in the work, which is organized in groups in all three years shortly after the beginning of the scholastic year and continues thereafter through both semesters.

PRIZES

In every class the student attaining the highest average in recitations and examinations throughout the year will be awarded a prize of fifty dollars ($50.00).

A prize, known as the CHAPIN PRIZE, consisting of the income of the sum of two thousand dollars ($2,000), established by the will of Mrs. Mary Knox Chapin, widow of Professor H. Gerald Chapin, who for many years and until his death was a member of the faculty of the School, is awarded annually to that graduate of the School who has attained the highest average in his studies throughout the full course at the School.

ADMISSION TO THE NEW YORK BAR

The New York State Bar Examinations are open at once to all graduates of the School who are citizens of the United States and for six months actual residents of this State.

Under the amended rules of the Court of Appeals of New York, effective June 1, 1933, candidates passing the bar examination who hold college degrees approved by the State Department of Education, are eligible for admission to practice upon satisfying the requirements of the proper Committee on Character and Fitness. In the case of those who do not hold such degrees, service of a regular clerkship for a period of one year in the office or under the immediate supervision, direction or advice of a duly registered attorney admitted to practice, or a fourth year of attendance upon and successful completion of a prescribed graduate course of instruction at an approved law school is required.

COMMENCEMENT

The Annual Commencement of the School of Law will be held at Fordham on Tuesday, June 13, 1933.

ACADEMIC YEAR

The first term of the academic year 1933-1934 will begin on Monday, September 25, 1933, and end on Wednesday, January 31, 1934. The second term will begin on Thursday, February 1, 1934, and end

on Tuesday, June 5, 1934. Classes will not be held on any legal holiday, the Friday following Thanksgiving Day, All Saints' Day, the Feast of the Immaculate Conception and Ascension Day.

The Christmas recess will begin after the close of lectures on Friday, December 22, 1933, and classes will be resumed on Tuesday, January 2, 1934; the Easter recess will begin after the close of lectures on Wednesday, March 28, 1934, and classes will be resumed on Tuesday, April 3, 1934.

FEES

The following fees are payable:

Matriculation fee $10.00
Due upon acceptance of application for registration.

University fee $10.00
Due upon the first day of every academic year from all students.

Tuition fee, per annum $200.00

For students entering the School, one-quarter of this amount is due upon acceptance of application for registration, one-quarter upon the first day of the academic year, and the balance on February 1, following. For all other students, tuition is due one-half upon the first day of the academic year and the balance on February 1, following.

Graduation fee $20.00
Due at beginning of final examinations.

Conditioned examination fee $10.00
Due before taking any failed or omitted examination.

The right is reserved by the School to alter the above schedule of fees at any time without notice.

No degree is granted or certificate of attendance issued to any student who has not paid all fees due from him to the School.

No student who is in default more than two weeks in the payment of any fee will be permitted to attend lectures or to take any examination during the continuance of such default.

No fee paid or any portion thereof is returnable upon a student's withdrawal from the School. Where illness, physical disability or other extraordinary circumstance requires a student to leave, he may file with the School a written statement of the causes of such withdrawal. Thereupon the School will take under consideration the equities of the case; but in no event will any fee paid upon acceptance of application for registration be returned.

LIVING ACCOMMODATIONS

The School does not maintain a boarding department, but information as to where board and rooms can be obtained will be furnished on application.

HOURS OF INSTRUCTION

The School of Law has three divisions; the morning division, the afternoon division, and the evening division, the work of all divisions being identical.

Once registered in a given division or section of the School, a student may not transfer, at any time, to any other division or section.

MORNING SCHOOL.—Classes will be held on every week-day, except Saturday, commencing at 9.30 o'clock.

AFTERNOON SCHOOL.—Classes will be held on every week-day, except Saturday, commencing at 2.30 o'clock.

EVENING SCHOOL.—Classes will be held in the evening of every week-day, except Saturday, commencing at 6 o'clock in the Woolworth Building, and at 6.30 o'clock on the University grounds.

Class hours are subject to change at the discretion of the faculty.

The schedule may be consulted for the order of lectures.

COURSE OF STUDIES

Subject to change at the discretion of the faculty.

FIRST YEAR

AGENCY. Professor Blake, Associate Professor Roberts and Mr. Keefe. Two hours a week, second half-year. *Mechem's Cases on Agency* (2d Ed.).

CONTRACTS. Professor Wormser, Associate Professor Finn, Associate Professor Bacon and Mr. Whitman. Four hours a week, first half-year; two hours a week, second half-year. *Keener's Cases on Contracts;* Revised Third Edition by Wormser and Finn.

CRIMINAL LAW AND PROCEDURE. Associate Professor Bacon, Mr. O'Shea and Mr. McDermott. Two hours a week, second half-year. *Beale's Cases on Criminal Law* (4th Ed.).

DOMESTIC RELATIONS. Professor Kane, Associate Professor O'Connell and Mr. Keefe. Two hours a week, first half-year. *Woodruff's Cases on Domestic Relations* (3d Ed.).

JURISPRUDENCE. The Rev. John X. Pyne, S.J. Lectures, two hours a week, second half-year. *Jurisprudence,* Salmond (8th Ed.).

PLEADING. Associate Professor Bacon and Mr. O'Shea. Two hours a week, first half-year. *Lloyd's Cases on Pleading. Morgan's Introduction to the Study of Law.*

PROPERTY, PERSONAL AND REAL. Professor Kennedy, Professor Blake and Associate Professor Butler. Two hours a week. *Kennedy's Cases on Personal Property* (2d Ed., 1932); *Blake's Cases on Real Property.*

TORTS. Associate Professor McGivney, Mr. Keating and Mr. Noble. Two hours a week. *Wilson's Cases on Torts.*

SECOND YEAR

BANKRUPTCY. Mr. Hennessy, Mr. Keefe and Mr. Brooks. Two hours a week, second half-year. *Williston's Cases on Bankruptcy* (2d Ed.).

BILLS AND NOTES. Mr. Kerwin, Mr. Brooks and Mr. Noble. Two hours a week, first half-year. Smith and Moore's *Cases on Bills and Notes* (3d Ed.).

CORPORATIONS. Professor Wormser, Associate Professor Carr and Mr. Kerwin. Two hours a week, second half-year. *Canfield and Wormser's Cases on Private Corporations* (3d Ed.).

DAMAGES. Associate Professor Howell and Associate Professor O'Connell. Two hours a week, first half-year. *Crane's Cases on Damages.*

EQUITY. Professor Wilkinson, Associate Professor McGivney, Associate Professor O'Connell and Mr. Hennessy. Two hours a week. *Ames's Cases on Equity Jurisdiction,* vol. 1.

EVIDENCE. Professor Wilkinson, Associate Professor Howell and Associate Professor Roberts. Two hours a week. *Loughran and Roberts's Cases on Evidence.*

REAL PROPERTY. Professor Blake, Associate Professor Roberts and Mr. Keefe. Two hours a week, first half-year. *Warren's Cases on Conveyances.*

SALES. Professor Kane, Professor Kennedy and Associate Professor Bacon. Two hours a week. *Woodward's Cases on Sales* (2d Ed.).

WILLS. Professor Blake, Professor Wormser and Associate Professor Bacon. Two hours a week, second half-year. *Costigan's Cases on Wills* (2d Ed.).

THIRD YEAR

CONFLICT OF LAWS. Professor Kennedy, Associate Professor MacIntyre and Mr. Meagher. Two hours a week, second half-year. *Beale's Cases on Conflict of Laws* (2d Ed.)

CONSTITUTIONAL LAW. Professor Kennedy and Mr. Meagher. Two hours a week, first half-year. *Long's Cases on Constitutional Law.*

EQUITY. Associate Professor Carr and Mr. Meagher. Two hours a week, first half-year. *Ames's Cases on Equity Jurisdiction,* vols. 1 and 2.

INSURANCE. Associate Professor Howell and Associate Professor O'Connell. Two hours a week, second half-year. *Woodruff's Cases on Insurance* (2d Ed.).

MORTGAGES. Professor Wormser, Mr. Hennessy and Mr. Ronan. Two hours a week, first half-year. *Wormser's Cases on Mortgages.*

NEW JERSEY PRACTICE COURSE. Mr. Kilkenny. Two hours a week.

NEW YORK CIVIL PRACTICE ACT. Associate Professor Finn and Associate Professor Carr. Two hours a week. Carmody's *New York Practice* (Students' Edition, 1931), and Carr and Finn's *Compact Manual of New York Civil Practice* (1931).

PARTNERSHIP. Professor Blake, Associate Professor Howell and Mr. Ronan. Two hours a week, first half-year. *Crane and Magruder's Cases on Partnership.* (Shorter Selection.)

QUASI CONTRACTS. Professor Kennedy and Mr. Ronan. Two hours a week, second half-year. *Thurston's Cases on Quasi Contracts.*

SURETYSHIP. Professor Kane and Mr. Kerwin. Two hours a week, second half-year. *Ames's Cases on Suretyship.*

TRUSTS. Associate Professor Butler and Associate Professor McGivney. Two hours a week. *Butler's Cases on Trusts* (2d Ed.).

The Degree of BACHELOR OF LAWS was conferred upon students of the Class of 1932 as follows:

Ajamian, Edward Y.
Alderdice, Joseph J., B.S. in Econ.
Ansell, John W., A.B.
Armeny, Eustace G.
Bagarozy, Guido M.
Bannon, Jr., David J., A.B.
Baris, Sadie N., A.B.
Bartolomei, George
Bartos, Frank E.
Baskind, Seymour
Bernfeld, Seymour S.
Borzellino, Anthony, A.B.
Boykoff, Emanuel, B.S. in S.S.
Brady, Edward J.
Brady, Patrick V., A.B.
Brennan, Irving T., A.B.
Brock, Lawrence V., A.B.
Brody, Herbert, B.S. in S.S.
Brown, Raymond V.
Campanella, Dominic S.
Carey, Cornelius J., A.B.
Carmichael, John M., A.B.
Carroll, John K., B.S.
Carroll, Paul B., A.B., *(cum laude)*
Carter, Eunice H., A.M.
Caughlan, Jr., Walter B., A.B.
Cheasty, John C., A.B.
Charak, Charles, B.S.
Coleman, James A., A.B.
Collins, Joseph T.
Collins, Thomas A., A.B.
Conforti, Pasquale E., A.B.
Conroy, Harold W.
Conway, Charles R., A.B.
Coppolo, Eugene E.
Corcoran, Thomas L. J., A.B., *(cum laude)*
Cowan, Benjamin
Crozier, Arthur B., A.B.
Curcio, John H.
Dalton, Gabriel J., A.B.
Daly, Jr., Richard F., A.M.
Dechert, Jr., Daniel O.
Decker, David J.
DeFrancisci, Vincent R., B.S.
Dennehy, John F., A.B.
Diamond, Francis P.
DiCarlo, Joseph C.
DiPasca, Roger F., A.B.
D'Iscrnia, Alfred L.
Donovan, Robert F.
Doran, Edwin, A.B.
Dorsey, Jr., John J., A.B.
Doscher, Nathan, B.S.
Durante, Julius J., B.S.
Dwyer, Robert J.
Edelstein, David
Eschenlauer, Harold C., B.S. in Bus. Admin.
Eschwege, Emanuel
Faulkner, John F., A.B.
Feinstein, Paul, A.B.
Feldman, Morris D.
Finkelstein, Adolph, B.S.
Fiorella, Anthony J.
Fioravanti, Albert
FitzMaurice, David G.
Flattery, Thomas J., A.B.
Fogel, Warren S., A.B.
Foley, John J., A.B.
Fontana, Edward J., A.B.
Fountain, Henry F., A.B.
Fournier, Thomas L.
Friedlander, George H., A.B.
Friedman, Samuel
Galway, Andrew V., A.B.
Garozzo, Philip
Gibbons, John F.
Gilmartin, David H., A.B.
Ginsburg, Isidor
Giordano, Anthony F., A.B.
Glaccum, John H., B.S.
Gladstone, Burnett C., B.S.
Glennon, Matthew J.
Goldfarb, Benjamin P.
Goldstein, Robert, A.B.
Graham, William J.
Grainger, Charles W.
Graulich, Jacob M., B.S. in S.S.
Gregory, Francis G.
Griffith, John P., A.B.
Gurwitz, Milton
Hala, Otto W.
Halley, Catherine M., A.B.
Hammer, Henry
Hannigan, Dorothy M., B.S.
Harms, August W.
Hastings, Stanley B., A.B.
Heberle, Robert J., A.B.

Heller, Howard
Heller, Mauriee, B.S. in S.S.
Higgins, Joseph F.
Hirsch, Sidney, A.B.
Hoffman, Harold M.
Holloway, Francis J., A.B.
Holman, Sandow, B.S.
Hopkins, Walter J., A.B.
Horan, Matthew J., B.S. in C.E.
Horrigan, Richard J.
Howard, Cecil R., A.B.
Hunter, Eleanor L., A.B.
Irving, Thomas J., A.B.
Jacobs, Cary D., A.B.
Jarvis, Robert B., C.E.
Johnston, Christine E.
Joyce, Thomas W. E., A.B.
Kalosky, Francis D., A.B.
Kampelman, Harry
Kaplan, Harold L., A.B.
Kaplan, Samuel S., A.B.
Kassof, Milton, B.S. in S.S.
Katzman, Max L., B.S.
Kearns, James E.
Kelley, Daniel F., A.B.
Kelley, Thomas D., A.B.
Kelly, John G.
Kilcullen, Thomas J.
King, John A., A.B.
Kleinman, M. Murray, B.B.A.
Klinger, David, A.B.
Konesky, Edmund
Kopstein, Alexander S.
Landy, Gilbert M., A.B.
Lane, Jr., Joseph V., A.B.
Laufer, Arthur M., B.S. in S.S., *(cum laude)*
Lawless, Thomas P., A.B.
LeMaistre, Fontaine, B.S.
Leonard, John H. F., M.E.
Levy, Frederick J.
Libenson, Irving
Lieblich, Neil M.
Lindemann, Paul, B.S. in S.S.
Lynch, Edward J.
MacWilliams, Edward J., Ph.B.
McAuley, Harold J., A.B.
McCaffrey, John B., A.B.
McCann, John T.
McCarthy, Jr., James J., A.B.
McCarthy, William G.
McCulloch, Robert J.
McDermott, Jr., James J., A.B.
McDonnell, Terence J.
McGuire, James I., A.B.
McGuire, John L.
McIntyre, John F.
McLoughlin, Jr., Emmett, A.B.
McMahon, Thomas A., A.B.
McNabb, Frank J.
McNally, Edward J., A.B.
McNamara, Joseph T.
McQuade, Eugene S., A.B.
McVay, William R.
Machtey, Israel
Madigan, Francis V., A.B.
Magid, William B.
Maguire, Gladys H., A.B.
Mahar, C. Gerard
Mahoney, John E.
Mancuso, Ferdinand F.
Marcus, Albert V., B.B.A.
Marino, Ubaldo N., A.B.
Marlowe, Leon, B.B.A.
Martone, Mario
Massi, Vincent A.
Massler, Montrose H., A.B.
Martin, John F., B.S.
Mazzarella, Anthony
Mele, Pasquale A.
Mellow, Dominic M.
Mendes, Reginald G., A.B.
Mlott, Ludwig S.
Mockaitis, John B., B.S.
Monaco, Dante G., A.B.
Moore, Richard T., A.B.
Moran, Harold J., A.B.
Moran, Patrick A., A.B.
Morhous, John A.
Moriarty, John J., A.B.
Morrison, Eugene L.
Morse, Joseph C., A.B.
Mulcahy, Henry A., A.B.
Muller, Arthur J.
Mulligan, John J., A.B.
Murphy, Raymond C., A.B.
Murray, Lawrence J.
Myron, Benjamin G., A.M.
Nadel, Sidney P. *(cum laude)*
Nista, Joseph J., A.B.
Nolan, Frank M., A.B.
O'Brien, William F., A.B.
O'Neill, Jr., Francis A., A.B.
O'Neil, John J., A.M.
O'Reilly, Anne L., A.B.
Osterholz, Henry D., A.B.

Pagnucco, Louis A., B.B.A.
Pearlman, Albert L.
Platt, Herman, A.B.
Politzer, Leo D.
Postner, William H., A.B.
Provisor, Abraham S.
Rebecchi, Raymond
Reuter, Edmond J.
Reville, Joseph J., A.B.
Ricco, Peter F.
Riley, James I.
Roberts, Helen F., A.B.
Robertson, Francis J., A.B.
Romer, John P.
Rosen, Morris I., A.B.
Rosenberg, Morris
Rossini, Frank A.
Roth, Frank, B.S. in S.S.
Rubin, Irving
Ruskin, Gertrude
Ryan, Jr., Francis J., A.B.
Ryan, Gerald T., A.B.
Sacco, John C.
Sakalauckas, Peter E., A.B.
Salvati, Lello C.
Salmon, Robert J., A.B.
Sarrapede, Stephen S.
Satenstein, Hyman, A.B.
Savage, David A.
Scala, Mafalda M.
Scancarello, Joseph
Schmuck, Edward J.
Schnabel, Joseph H.
Scholly, Robert E.
Schrade, George F.
Schwartz, Kenneth C., M. in Bus. Admin.
Serwer, Zachary A., A.B.
Sheedy, Anna T., A.M., *(cum laude)*
Sheehy, Clinton P.
Sheil, Jr., Robert F.
Siebert, Robert A.
Siegenfeld, Saul
Singer, Morton, A.B.
Smith, Maurice J.
Snook, Albert J.
Sommerfield, Arthur M., B.S. in S.S.
Span, Abram N.
Speiss, Lawrence B., A.B.
Spitzer, Albert, A.B.
Spitzer, Morton J.
Starr, Joseph, B.S.
Sullivan, Joseph E., A.B.
Swanin, Joseph E.
Thompson, Doris T.
Tighe, Herbert A.
Toner, P. Emmett
Trager, Isadore
Traynor, Thomas P., B.S.
Trotta, Maurice S., A.M.
Upperman, Walter J., A.B.
Uretsky, Harry, A.B.
VanEyk, Richard
Vaughn, Jr., James J., A.B.
Walker, Thomas H., A.B.
Wallberg, Herman H.
Walsh, Joseph A., A.B.
Walsh, Jr., Michael J.
Wazeter, Francis J., A.B.
Wein, Elio F.
Weinstein, Milton M.
Weiss, Benjamin
White, Raymond C., A.B.
Wilkinson, John F., A.B.
Wilson, Nathan
Winkler, Joseph, B.S.
Winters, William G., A.B.
Wolfberg, Lawrence
Wren, Jr., Joseph
Yelen, Henry, A.B.
Zaleski, Marion H.

The Honors of the Graduating Class were awarded to:

SIDNEY P. NADEL . . . . . MORNING DIVISION
THOMAS L. J. CORCORAN, A.B. . . . . AFTERNOON DIVISION
ARTHUR M. LAUFER, B.S. in S.S. . . . . EVENING DIVISION*
PAUL B. CARROLL, A.B. . . . . EVENING DIVISION†

The Chapin Prize was awarded to:

PAUL B. CARROLL, A.B.†

* Manhattan Section. † Bronx Section.

The Prizes for the Highest Standing (1931-1932) were awarded as follows:

Third Year Class	Morning	Sidney P. Nadel
Third Year Class	Afternoon	Thomas L. J. Corcoran, A.B.
Third Year Class	Evening*	Adolph Finkelstein, B.S.
Third Year Class	Evening†	Paul B. Carroll, A.B.
Second Year Class	Morning	Samuel Gorin, B.B.A.
Second Year Class	Afternoon	Theodore E. Glicenstein, B.S.
Second Year Class	Evening*	Francis X. Conway, A.B.
Second Year Class	Evening†	Joseph W. McGovern, A.B.
First Year Class	Morning	Herbert H. Faber, B.S.
First Year Class	Afternoon	George M. Burgh, B.S.
First Year Class	Evening*	Theodore Leskes, B.S.
First Year Class	Evening†	George Etkin, A.B.

* Manhattan Section. † Bronx Section.

REGISTER OF STUDENTS, 1932-1933

THIRD YEAR—MORNING CLASS

Amend, Edward R., A.B.
(Fordham University)
Antonsanti, Orlando J.
Aristides, Alexander
Bachmann, Charles F., A.B.
(Fordham University)
Bienstock, Bernard, B.S. in S.S.
(College of the City of New York)
Cahalan, Thomas L., A.B.
(Fordham University)
Callan, Thomas J.,
B.S. in Bus. Admin.
(Lehigh University)
Cannella, John M., B.S.
(Fordham University)
Dawson, Fred P.
Dawson, Melvin P.
Defino, John J.
DeLuca, Ernest, A.B.
(College of the City of New York)
Devlin, Travers E., B.S.
(Manhattan College)
Dickheiser, Donald C., A.B.
(University of Pennsylvania)
Dillemuth, George
Dirosse, Carmin J., A.B.
(Fordham University)
Dobson, Thomas F., A.B.
(Fordham University)
Eis, Samuel
Eizenman, David
Fernandez, Alexander C.
Friedman, Irving D.
Fusaro, Angelo D., B.S.
(Fordham University)
Gallagher, Joseph V., A.B.
(Fordham University)
Gans, Irving, A.B.
(College of the City of New York)
Geoly, Joseph D.
Giannini, Joseph, B.S.
(Fordham University)
Goldberg, Mordecai
Gorin, Samuel, B.B.A.
(College of the City of New York)
Haffer, Edward A.
Harris, Morris
Herson, Morris A., A.M.
(Columbia University)
Hildebrand, Ida K.
Jaffe, Bernard
Joel, John J., B.S.
(Fordham University)
Joyce, Jr., Patrick C., B.S.
(St. Thomas' College)
Kaplan, Morris J., A.B.
(College of the City of New York)
King, Henry J., A.B.
(Fordham University)
Klein, Harvey L.
Kolliker, Alfred T., A.B.
(Colgate University)
Love, Edward D., A.B.
(Manhattan College)
Mara, John V., A.B.
(Fordham University)
Maucieri, Anthony J., A.B.
(University of Pennsylvania)
Miller, Anthony K., A.B.
(Fordham University)
Minutolo, Joseph F.
Murphy, Charles F.
Nigro, Angelo E.
Perlini, Alfred G., A.B.
(Fordham University)
Petrillo, Paul V., B.S.
(Fordham University)
Phelan, John E., A.B.
(University of Notre Dame)
Prussak, Frederick
Reich, Emil, A.B.
(College of the City of New York)
Rosenberg, Herbert M.
Rutzen, Arthur C.
Schaeffer, Nathan
Shakin, George, Ph.B.
(Brown University)
Sheridan, H. Trenor
Smyth, John J., A.B.
(Manhattan College)
Stricks, Joseph
Strom, Samuel, A.B.
(Columbia University)
Tell, Benjamin L., B.S.
(College of the City of New York)
Teush, Harry F., A.B.
(University of North Carolina)
Tosti, Matthew J., A.B.
(Fordham University)
Trupin, Milton, A.B.
(College of the City of New York)
Wahn, Charles D., B.S.
(Manhattan College)
Walden, Jr., Howard T., A.B.
(Yale University)
Ward, John G.
Weiss, Bernard I.

THIRD YEAR—AFTERNOON CLASS

Adelman, William M., B.S.
(Fordham University)
Bellew, Daniel J., A.B.
(Fordham University)
Berg, Harold F.
Berkowitz, Meyer H., B.S.
(Fordham University)
Boyle, Robert J., A.B.
(Fordham University)
Carroll, Joseph P., B.S.
(College of the City of New York)
Connell, James K., A.B.
(Fordham University)
Connolly, Marie C., A.B.
(College of St. Elizabeth)
Conway, Leo A., B.S.
(Fordham University)
Cooper, Bernard
Crotty, John J., A.B.
(Georgetown University)
Ficco, Joseph M., B.S.
(Fordham University)
Fischer, Abraham B., M.D.
(Bellevue Hospital Medical College)
Glicenstein, Theodore E., B.S.
(Fordham University)
Gray, Charles W.
Grossman, Morton D.
Heermance, Jr., Clayton J.
Heller, Philip, B.S.
(College of the City of New York)
Hennessy, Francis X.
Irwin, Charles G.
Kelly, William A., A.B.
(Fordham University)
Levine, Bernard
Lewis, John, B.S.
(Fordham University)
Lynch, Jr., John F., A.B.
(Georgetown University)
McMahon, Patrick W., A.B.
(Fordham University)
Milman, Jacob, B.S.
(New York University)
Muscolina, Frank A., B.S.
(Fordham University)
Napoletano, Guido J., B.S.
(Fordham University)
Neilan, Herbert V., B.S.
(Fordham University)
O'Mara, Gerald F., A.B.
(Georgetown University)
Plunkett, Thomas J.
Pompilio, Thomas E., B.S.
(Fordham University)
Scheel, Frederick C.
Suozzi, Frank J., B.S.
(Fordham University)
Thierer, Arthur J., A.B.
(Fordham University)
Troy, James S., B.S. in Ind. Eng.
(New York University)
Williamson, Jr., William H., A.B.
(Dartmouth College)
Zingales, Anthony G., A.B.
(Fordham University)
Ziporkis, Paul, B.S. in S.S.
(College of the City of New York)

THIRD YEAR—EVENING CLASS

Bronx Section

Battaglia, Frank E.
Bobrowsky, Samuel
Brady, John E.
Breen, John P., A.B.
(Fordham University)
Burger, Alfred G.
Carroll, William J.
Casey, James P., A.B.
(Fordham University)
Cohen, Norman
Coleman, Christopher G., A.B.
(St. Joseph's Seminary and College)
Collins, Norbert J., A.B.
(University of Notre Dame)
Crysler, John A., A.B.
(Fordham University)
Curtin, James V., A.B.
(Fordham University)
Devany, Albert J.
(Graduate U. S. Naval Academy)
Diamond, John L.
Dolphin, Maurice D.
Doran, Joseph A., A.B.
(Fordham University)
Duross, Jr., Charles E., A.B.
(Fordham University)
Dwyer, Raymond F., B.S. in C.E.
(Manhattan College)
Faulkner, John F., A.B.
(Fordham University)
Finkelstein, Clement E., A.B.
(College of the City of New York)

Flynn, Thomas K., A.B.
(Fordham University)
Fromson, David
Gladston, Benjamin P.
Gold, Harold I., A.B.
(College of the City of New York)
Gollobin, Ira I.
Grotheer, John M., B.S.
(New York University)
Hamill, Thomas F., A.B.
(Fordham University)
Hildner, Jr., Frederick C., A.B.
(Colgate University)
Huss, William
Jacobs, Joseph, B.S.
(Fordham University)
Kaplan, Lawrence S., A.B.
(College of the City of New York)
Kearney, David T., A.B.
(Manhattan College)
Kennedy, Henry J., A.B.
(Fordham University)
LeMaire, Francis J., A.B.
(Fordham University)
Lindenberg, Jules, B.S. in S.S.
(College of the City of New York)
Lynch, William L., A.B.
(Fordham University)
Lyons, Frank A., A.B.
(Columbia University)
McCabe, Edward J., A.B.
(Fordham University)
McGovern, Joseph W., A.B.
(Fordham University)
Meagher, Niall O.
Migliaccio, Salvatore H.
Murphy, Joseph A., A.B.
(Fordham University)
Nathanson, Alexander, B.S.
(New York University)
O'Donnell, John F.
O'Reilly, Vincent P.
(Graduate U. S. Military Academy)
Peretz, Irving M., B.S.
(Columbia University)
Ragonetti, Jr., John L., Ph.B.
(Brown University)
Rittenberg, Henry, A.B.
(College of the City of New York)
Scanlan, Joseph I., A.B.
(Fordham University)
Shanahan, Stephen I., C.E.
(Rensselaer Polytechnic Institute)
Shapiro, Charles H., A.B.
(College of the City of New York)
Stockel, Samuel, A.B.
(College of the City of New York)
Stocknoff, Joseph B., B.S. in S.S.
(College of the City of New York)
Wagman, Abraham
White, William R., A.B.
(Fordham University)
Whitman, Sidney, A.B.
(College of the City of New York)

THIRD YEAR—EVENING CLASS

Manhattan Section

Ahearn, Daniel J., A.B.
(Fordham University)
Anderson, Herbert T.
Anglim, Francis M., A.B.
(Fordham University)
Armstrong, Jr., Frederick P., A.B.
(Dartmouth College)
Blair, John C., A.B.
(Dartmouth College)
Blanchard, Gerald G., A.B.
(Princeton University)
Burg, Sylvan A.
Capes, Robert P., A.B.
(Colgate University)
Carroll, Philip F., A.B.
(Cornell University)
Chambers, Frances C., A.B.
(Fordham University)
Cheser, Solomon M., B.S. in S.S.
(College of the City of New York)
Colson, Jr., Guy LeR., A.B.
(Fordham University)
Conway, Francis X., A.B.
(College of the Holy Cross)
Cookman, Briant S., A.B.
(Yale University)
Daly, Francis J., A.B.
(Fordham University)
Donnelly, James F., A.B.
(Manhattan College)
Edwards, Franklin G.
Elias, Sylvan H., A.B.
(College of the City of New York)
Feely, Martin, A.B.
(University of Ireland)
Feely, Pallister H.
Fein, Harry L., A.B.
(College of the City of New York)
Fitzgerald, Maurice A., A.B.
(College of the Holy Cross)
Fitzsimons, John F., A.B.
(Fordham University)

Flanagan, Jr., Thomas J., A.B.
(Seton Hall College)
Foley, Thomas J.
Gallagher, Paul A., E.E.
(Cornell University)
Gioberti, Peter A., B.S.
(College of the City of New York)
Goldberg, Joseph L., A.B.
(Lehigh University)
Grady, William E., A.B.
(College of the City of New York)
Haggerty, Teresa A. N.
Heyman, Nicholas C., M.E.
(Stevens Institute of Technology)
Hicks, Robert H. J.
Howard, Jr., Joseph A., A.B.
(Fordham University)
Jann, Ansco E., A.B.
(Columbia University)
Jarvis, Francis G.
Kelly, Edward J., A.B.
(Manhattan College)
Kenney, Joseph C., A.B.
(College of the Holy Cross)
Kenny, Francis P., A.B.
(Fordham University)
Kiernan, Edward F., A.B.
(Manhattan College)
Lee, Gregory A., A.B.
(Fordham University)
Lyons, May M., A.B.
(Mount Holyoke College)
McGough, Edward G., A.B.
(Manhattan College)
McGough, Louise C., A.M.
(Columbia University)
McMahon, Joseph E., A.B.
(University of Pennsylvania)
McNamara, Jr., John C., A.B.
(Georgetown University)
Mahoney, John J., B.S.
(Fordham University)
Melchionne, Thomas J.
Meyer, John A.
Milde, Karl F. F., Dr. of Law
(University at Breslau)
Miles, John W.
Monaco, William F., B.S.
(Dartmouth College)
Montgomery, John W., A.B.
(Centre College)
Mulvey, John F., B.S. in Econ.
(University of Pennsylvania)
Munley, John H., A.B.
(St. Thomas' College)
Munley, Patrick A., A.B.
(St. Thomas' College)
Murphy, Daniel J., A.B.
(Fordham University)
Murphy, Lawrence P., A.B.
(Fordham University)
Neylon, Walter J., A.B.
(Fordham University)
O'Neil, Eugene P., A.B.
(Manhattan College)
Podvin, Helen F., A.B.
(College of the Sacred Heart)
Reilley, Charles S., A.B.
(Fordham University)
Robinson, Jr., Thomas F., A.B.
(Fordham University)
Roemer, David, B.S. in S.S.
(College of the City of New York)
Rooney, Edward W., A.B.
(Manhattan College)
Roth, Irving J., B.S. in S.S.
(College of the City of New York)
Rothrock, Harry W., B.S.
(Whitman College, Walla Walla, Wash.)
Seltzer, Sigmund, A.B.
(College of the City of New York)
Sendrowski, Sigmund F.
Shaw, Joseph R., B.S.
(St. John's College, Brooklyn)
Sheehan, Richard J., A.B.
(Fordham University)
Shuil, Lardner H., A.B.
(Yale University)
Smith, Alvord B., B.L.
(Rutgers University)
Snyder, Reginald J., E.E.
(Rensselaer Polytechnic Institute)
Stefanko, Jr., John
Stratford, William M., B.S.
(Rice Institute, Houston, Texas)
Straub, Jr., Adelbert G., A.B.
(Fordham University)
Sullivan, Alice S., A.M.
(New York University)
Sullivan, Francis A., A.B.
(Fordham University)
Taylor, Westervelt A., B.S. in C.E.
(Massachusetts Institute of Technology)
Timm, George B., B.S. in E.E.
(Bucknell University)
Tobin, John P., A.B.
(Manhattan College)
Tomich, John Joseph, A.B.
(Fordham University)
Tormey, Jr., Sylvester J., A.B.
(Columbia University)
Vacca, Angelo W., A.B.
(Fordham University)
Walsh, Francis X., A.B.
(College of the Holy Cross)
Watt, William A., A.B.
(St. Francis' College, Brooklyn)

Weiss, Gerson A., Ph.B.
(Brown University)
Welch, Robert E., A.B.
(Fordham University)
Williams, William J., A.B.
(Columbia University)
Wiltchik, Hana G., A.B.
(Hunter College)
Wolfson, Barney, B.S. in S.S.
(College of the City of New York)
Worden, R. Sterling, A.B.
(Amherst College)

SECOND YEAR—MORNING CLASS

Abrams, Isaac M.
Barber, Richard J., A.B.
(University of Notre Dame)
Beeken, Valdemar
Beyer, John H., B.S.
(Yale University)
Boxer, Herman
Boxer, Samuel
Buchsbaum, Milton
Bugniazet, Joseph G., A.B.
(Fordham University)
Carito, Harry J.
Choper, Emanuel, A.B.
(College of the City of New York)
Cohalan, Jr., John P., A.B.
(Manhattan College)
Colavita, Henry J., B.S.
(Georgetown University)
Commette, Albert S., A.B.
(Manhattan College)
Contento, Edmund A., A.B.
(Manhattan College)
Cooper, Arthur J.
Curley, John A., A.B.
(Fordham University)
Delaney, Thomas F., A.B.
(Fordham University)
Dillon, Gregory M.
Druhan, Jr., Raymond F.
Du Pont, Lawrence E.
Durkin, John J.
Early, Thomas J., A.B.
(Fordham University)
Faber, Herbert H., B.S.
(Princeton University)
Fagan, James G., A.B.
(Fordham University)
Farley, Thomas P., A.B.
(Fordham University)
Fasoli, John M., A.B.
(Rutgers University)
Faulds, Leslie M.
(Fordham University)
Flynn, James
Foley, John E., A.B.
(University of Notre Dame)
Franefort, Alfred J.
Freedman, Bernard J., B.S.
(New York University)
Gallagher, William F.
Garofalo, Anthony A., Ph.B.
(Georgetown University)
Golub, Irving
Gore, Bernard
Grippa, Emma A.
Hart, Loney W.
Heftler, George, A.B.
(Rutgers University)
Helbig, Frederick J., A.B.
(Fordham University)
Herzfeld, Leonard L.
Hinds, William F.
Hunter, Thomas J., A.B.
(Catholic University)
Ioppolo, Cono J.
Isseks, Irving
Johnston, Nelson J., A.B.
(Fordham University)
Kavowitz, Milton K.,
B.S. in Bus. Admin.
(Syracuse University)
Kehoe, John W., A.B.
(Fordham University)
Kelly, John J.
Kelly, Thomas V.
Korn, Philip
Kramer, Benjamin M.
Kronman, Hilda A.
Labate, Joseph V., A.B.
(Cornell University)
Lane, John P., A.B.
(Fordham University)
Lee, Joseph F., B.S.
(College of the City of New York)
Lehman, Frederick S.
Lenczycki, Joseph A.
Livoti, Frank J., B.S.
(St. John's College, Brooklyn)
Lombardi, Joseph P., A.B.
(Columbia University)
Maneuso, Santa N.
Marchitto, Dominick J., B.S.
(Fordham University)
Mautone, Alfred J.
Melniker, Benjamin
Mendelson, Leon, A.B.
(College of the City of New York)

Millea, James S., A.B.
(Fordham University)
Mino, Raymond
Minotti, Giuseppe
Monness, Abbot R., A.B.
(Lehigh University)
Monness, Gilbert, A.B.
(Cornell University)
Muccigrosso, Gerard J., A.B.
(Fordham University)
Murray, Desmond R., A.B.
(Georgetown University)
Murray, William F., A.B.
(Seton Hall College)
Muscatello, Salvador M.,
B.S. in Trade and Industry
(New York University)
Newmark, Howard J., Ph.B.
(Yale University)
O'Connell, Joseph R., A.B.
(Georgetown University)
O'Connor, James P., A.B.
(University of Notre Dame)
Petruzzi, Lawrence E.
Piegari, Anthony J., A.B.
(Manhattan College)
Riley, Eitel W., A.B.
(Lincoln University)
Ross, John J., A.B.
(University of Notre Dame)
Rudd, John H., A.B.
(University of Notre Dame)
Ryan, John J.
Sheinberg, Milton
Silliere, Edward A., A.B.
(Fordham University)
Sullivan, Jr., Francis J., A.B.
(College of the Holy Cross)
Sullivan, Francis J., A.B.
(Manhattan College)
Thomas, Emile G.
Tirico, Arthur L., A.B.
(Rutgers University)
Tuohy, Albert J., A.B.
(University of Notre Dame)
Vassallo, Joseph A., A.B.
(University of Notre Dame)
Viggiano, Prospero V., A.B.
(Fordham University)
Vogel, Leon, A.B.
(College of the City of New York)
Vogel, Jr., Robert J., B.S.
(Fordham University)
Volkening, Henry T., A.M.
(Harvard University)
Walker, Francis X., A.B.
(University of Notre Dame)
Weiner, Sigmund E., A.B.
(West Virginia University)
Welch, William V.
Whalen, William L., A.B.
(University of Michigan)
Youngstein, Max E.
Zboyan, Stephen, B.S.
(Manhattan College)

SECOND YEAR—AFTERNOON CLASS

Axler, Louis
Barry, W. Wallace
Bill, Edmund G., A.B.
(Fordham University)
Britton, Frederick J., A.B.
(Rutgers University)
Burgh, George M., B.S.
(Fordham University)
Burke, Richard J., A.B.
(Fordham University)
Cavanaugh, Joseph I.
Connell, Maurice A.
Daniels, Walter M., Ph.B.
(Brown University)
Davidson, Warren S., Ph.B.
(Brown University)
DeHart, Joseph M., A.B.
(Rutgers University)
DiStasio, Nicholas L., A.B.
(Fordham University)
Fennelly, Jr., Joseph, A.B.
(Fordham University)
Feuerstein, Sidney M., B.S.
(Fordham University)
Gallagher, John A., B.S.
(Fordham University)
Ginsberg, Arnold T., A.B.
(University of Pennsylvania)
Gold, Philip L.
Goldfarb, Joseph
Goodman, Jacob, A.M.
(Brown University)
Hoy, Leo E., A.B.
(Fordham University)
Jasie, Lawrence, A.B.
(University of Pennsylvania)
Kaplan, David M., A.B.
(Rutgers University)
McLaughlin, Leo V., A.B.
(University of Notre Dame)
McMahon, James P.
Madden, Jr., Martin J., A.B.
(Fordham University)
Marro, Charles J., A.B.
(Columbia University)

Meade, Edward J., B.S.
(Fordham University)
Nicolais, Mario D.
O'Donnell, William F., A.B.
(Fordham University)
Perlin, Alexander H., B.S.
(New York University)
Pickard, Robert M., A.B.
(College of the City of New York)
Retter, Milton
Robinson, Thomas J., A.B.
(Fordham University)
Rogers, Nicholas J., A.B.
(St. Bonaventure's College)
Rosen, Herman
Rothstein, Norman
Rütenberg, John W. M., A.B.
(Duke University)
Sanchez, Eugenio, A.B.
(Polytechnic Institute, Porto Rico)
Schilling, Carl F.
Serles, Jr., Frank R., A.B.
(Yale University)
Sheinberg, Monroe R.
Silk, Edwin F. X., A.B.
(Fordham University)
Smith, Jr., Edward F.
Starace, Paul F.
Wein, George H., A.B.
(Dartmouth College)
Weinig, Margaret M., A.M.
(Fordham University)

SECOND YEAR—EVENING CLASS

Bronx Section

Adams, Irving W.
Adinolfi, Andrew A., A.B.
(Fordham University)
Amanti, Jerome J., B.S.
(Fordham University)
Amster, Harold F., A.B.
(Columbia University)
Amster, Louis E., A.B.
(Columbia University)
Bashein, Meyer D., B.S.
(Cornell University)
Bensel, Charles E., A.B.
(Manhattan College)
Bonam, Samuel
Briedbord, Rubin, B.S.
(Fordham University)
Broderick, John R., B.S.
(Columbia University)
Burke, Jr., Richard H.
Cartenuto, David J., A.B.
(Villanova College)
Cawley, John P., A.B.
(Fordham University)
Chambers, James J., A.B.
(Manhattan College)
Clark, Horace P.,
B.S. in Commerce
(Manhattan College)
Conroy, Joseph J., B.S.
(Fordham University)
Craig, Jr., Charles J., B.S.
(Fordham University)
Crausman, Morris A., B.S. in C.E.
(New York University)
Dowling, William V.
Dunn, Francis X., A.B.
(Manhattan College)
Dunn, James F.
Dwyer, James A.
Eidelberg, Harry W., B.S.
(Fordham University)
Englander, Herman
Etkin, George, A.B.
(College of the City of New York)
Falls, John A., B.S.
(Fordham University)
Farrell, Edmund C.
Fiore, Michael J., A.B.
(Washington College, Maryland)
Flood, Ivan S., B.S.
(Franklin and Marshall College)
Glasser, Jack S.
Goldberg, Irwin
Gottlieb, Julian H.
Hore, Alphonsus S.
Jankowitz, Sol Leon, B.S. in S.S.
(College of the City of New York)
Kavenoff, Max, A.B.
(College of the City of New York)
Keaveny, Felix J., B.S.
(College of the City of New York)
Knowles, Thomas P.
Landau, Hyman, A.B.
(College of the City of New York)
Laviano, Theodore
Leonard, Albert J., B.S. in Eng.
(Manhattan College)
Lynch, James P., A.B.
(Fordham University)
McCabe, James F.
McCarthy, Robert J., A.B.
(Fordham University)
McCarthy, Thomas A., A.B.
(Manhattan College)
McGrath, Edward J., A.B.
(Fordham University)

Madigan, John T., A.B.
(Fordham University)
Mella, John A., A.B.
(Fordham University)
Meyer, Robert J.
Monahan, James J., B.S.
(Fordham University)
Murphy, Daniel P., A.B.
(Fordham University)
Murtha, Thomas J., A.B.
(College of the Holy Cross)
Nichols, Fred P.
O'Donnell, Thomas J.
O'Rourke, Hugh J.
Petluck, Robert F., B.S. in S.S.
(College of the City of New York)
Pignataro, Charles J.
Pryor, John F., A.B.
(Fordham University)
Purcell, William J., A.B.
(Manhattan College)
Robb, Jr., William A.
Rohan, Francis P., A.B.
(Fordham University)
Ryan, Alvin F., B.S.
(Fordham University)
Ryan, John J., B.S.
(Fordham University)
Santospirito, Benedict J.
Serpone, John P., A.B.
(Manhattan College)
Sullivan, Daniel A.
Tannenbaum, Albert H., A.B.
(College of the City of New York)
Weissler, Jacques P., B.S. in S.S.
(College of the City of New York)
Whelan, Jr., William J., A.B.
(Fordham University)
Yates, Kenneth J.
Zap, David, A.B.
(College of the City of New York)

SECOND YEAR—EVENING CLASS

Manhattan Section

Anslewitz, Belle, A.B.
(Hunter College)
Beardsley, Randolph H., A.B.
(Princeton University)
Boyens, Edward E.
Boyle, Edward P., A.B.
(Fordham University)
Bradley, Arthur W., B.S.
(Fordham University)
Brock, Henry J.
Camps, Vivienne M., A.B.
(Wellesley College)
Cass, Beatrice K.
Cassidy, Bernard J., A.B.
(St. Francis' College, Brooklyn)
Cassidy, Helen R., A.B.
(College of Mt. St. Vincent)
Ciolko, William J., A.B.
(Fordham University)
Clark, George T.
Cohen, Charles M.
Condon, Raymond F., B.S.
(Fordham University)
Cooper, John J., A.B.
(University of Notre Dame)
Cullinan, Thomas P., A.B.
(Fordham University)
Curran, Robert T., A.B.
(College of the Holy Cross)
Curtin, Thomas P., A.B.
(College of the Holy Cross)
Cusker, Eugene R., B.S.
(Fordham University)
Cutbill, Carlton S., A.B.
(Columbia University)
Dart, Donald De A.
Davis, Michael T.
Dean, Raymond J., B.S.
(Columbia University)
Desposito, Alfred E.
Diskin, Raymond J., A.B.
(Fordham University)
Diviney, William P., A.B.
(Fordham University)
Dixon, Paul S., B.S.
(Brigham Young University)
Donahue, Jr., Eugene J., M.E.
(Stevens Institute of Technology)
Dorn, Leonard, A.B.
(Rutgers University)
Dudgeon, Robert S., B.S.
(Lafayette College)
Eisen, Solomon S., B.S.
(Fordham University)
Farrar, G. Trevor, B.S. in S.S.
(College of the City of New York)
Farrell, Jr., Robin W., A.B.
(Princeton University)
Field, Harry D., B.S.
(Fordham University)
Flood, Arthur E., A.B.
(Fordham University)
Fountain, John D., A.B.
(Fordham University)
Friedlander, Abraham
Geraghty, Richard P., B.S.
(Fordham University)

Glasheen, William S., A.B.
(College of the Holy Cross)
Gold, Harold, B.S.
(Fordham University)
Golden, Martin P., A.B.
(St. Francis' College, Brooklyn)
Gross, Albert M.
Harrington, John A., A.B.
(Fordham University)
Harrison, Donald C., B.S.
(Yale University)
Hayes, Daniel F., M.E.
(Rensseloer Polytechnic Institute)
Hewitt, Charles L., A.B.
(Princeton University)
Horgan, Raymond J., A.B.
(Manhatton College)
Hurley, Victor C., B.S.
(Fordham University)
Jones, Walter L., A.B.
(University of New Hompshire)
Kaschewski, Karl A.,
Ph.B. in Foreign Commerce
(University of Notre Dame)
Keen, Gordon E., B.S.
(Fordham University)
Kellogg, Franklin B., A.B.
(Princeton University)
Kiernan, Henry J., A.B.
(Fordham University)
Kitzis, Morris D.
Krug, Jr., Charles F., A.B.
(Lafayette College)
Ladd, Charles C.,
B.S. in Chem. Eng.
(Massachusetts Institute of Technology)
Laveglia, Carmine R.
Lawless, Jr., Francis A., A.B.
(Fordhom University)
Lawrence, Howard A., A.B.
(Hamilton College)
Leskes, Theodore, B.S.
(College of the City of New York)
Leventhal, Charles M.
Lingle, Joseph C.
Look, Allen MacM., A.B.
(Yale University)
Lorfanfant, Ernest P.
Lucey, Lawrence J., B.S.
(Fordhom University)
McCarthy, James M., A.B.
(Fordham University)
McCue, William O., A.B.
(Fordham University)
McDonald, Alexander R., A.B.
(Colgate University)
McGee, Hugh E.
McGowan, Jr., Thomas B., A.B.
(Fordham University)
McGrath, Francis A.
McGuire, Jr., John J., A.B.
(College of the Holy Cross)
McLeon, Roger T., M.E.
(Stevens Institute of Technology)
McShane, Agnes V., A.B.
(St. Joseph's College for Women)
Maher, Jr., Pierce M., B.S.
(Botes College)
Maley, John F., A.B.
(College of the Holy Cross)
Malone, Thomas J.
Martin, John C.
Maurice, Gaston
Meaney, Thomas A., B.S.
(Georgetown University)
Monroe, Stuart A.,
B.S. in Bus. Ad.
(Lehigh University)
Moore, Francis C., B.S.
(Fordham University)
Morley, William B., B.S.
(Fordham University)
Morris, Gerald P., A.B.
(Mt. St. Mary's College)
Mount, Victor G.
Muller, Robert O., B.S.
(Trinity College)
Munson, John N.
Needham, William A., A.B.
(Fordham University)
Nelson, Alfred J.
Nielsen, Charles F.
Nye, Jane Stuart, A.B.
(Columbia University)
O'Connor, James C., A.B.
(Fordham University)
O'Donohue, Joseph M., A.B.
(Fordham University)
O'Haire, Hugh A.
O'Neill, Eugene T., A.B.
(Syracuse University)
O'Sullivan, Mortimer P., A.B.
(New York University)
Panarello, Salvator, B.S.
(Fordhom University)
Paris, George L., A.B.
(Fordhom University)
Petschek, Walter J., B.S.
(Columbio University)
Plunkett, Jr., William F.
Polizzi, Emanuel
Poltrack, Stanley C., A.B.
(Fordham University)
Quinnan, Joseph T., A.B.
(Fordhom University)
Rafferty, Andrew J., A.B.
(Fordhom University)

Raftery, Cornelius R., A.B.
(Fordham University)
Rattigan, Thomas
Reilly, Albert M., A.B.
(Penn State College)
Reilly, Edward J., A.B.
(Fordham University)
Roth, Leo A.
Ryan, Edward F., B.S.
(Fordham University)
Salotollo, Leon D.
Schipa, Ralph P., A.B.
(Fordham University)
Schleimer, Bertram
Schmidt, Roy J., A.B.
(Fordham University)
Scholze, George A., A.B.
(Fordham University)
Simonson, Paul J., A.B.
(Rutgers University)
Smith, Laurence D., A.B.
(Fordham University)
Spellman, Damian J., A.B.
(St. Thomas' College, Scranton, Pa.)
Stuart, John T., B.S. in Econ.
(University of Pennsylvania)
Sullivan, William E., A.B.
(Fordham University)
Toporoff, Carl, A.B.
(College of the City of New York)
Tribus, Lucien H., B.S.
(Cornell University)
Van Alen, Francis P., A.B.
(Fordham University)
Walsh, Joseph A., A.B.
(Fordham University)
Weir, William G., A.B.
(University of Notre Dame)
Yates, Thaddeus G., B.S.
(Lafayette College)
Yore, Gerard A., A.B.
(Fordham University)
Zelenka, Joseph R.
Zubawicz, Stanley P., B.S.
(Fordham University)

FIRST YEAR—MORNING CLASS

Adamo, Joseph
Aronson, Reuben J.
Banks, Charles G.
Barist, Irving
Baxter, Gordon A., A.B.
(Fordham University)
Beard, Harry G., B.S.
(Fordham University)
Becker, Emanuel
Beffa, Elvera I.
Bergen, Arthur C., A.B.
(University of Notre Dame)
Bergen, John W.
Bernstein, Louis, B.S.
(Fordham University)
Bishop, Kathleen B., A.B.
(St. Joseph's College for Women)
Bondi, Charles A., A.B.
(St. John's College, Brooklyn)
Burke, John A., A.B.
(College of the Holy Cross)
Call, Harvey A.
Cameron, William R., B.S.
(Princeton University)
Cassotta, Albert N.
Cibelli, Francis E., B.S.
(Fordham University)
Cicato, Joseph M.
Clemente, Louis R.
Colkin, Lawrence E., A.B.
(Fordham University)
Collins, John McA., A.B.
(Fordham University)
Coman, John B., A.B.
(Fordham University)
Corner, Edward S., A.B.
(Bucknell University)
Cosgrove, James F.
Coughlin, Raymond T., Ph.B.
(College of the Holy Cross)
Crant, Henry H.
Crowley, Patrick J. B., A.B.
(Fordham University)
Cullum, Thomas, A.M., A.B.
(College of the Holy Cross)
D'Alvia, Carmine R.
Daniels, James J.
Davis, Nathan, A.B.
(College of the City of New York)
Deiso, Alfred J.
Del Guercio, Mario C., A.B.
(Fordham University)
Di Pasquale, Attilio, B.S. in S.S.
(College of the City of New York)
Dorfman, Nathan
Dorn, Francis E., A.B.
(Fordham University)
Fee, Warren T., A.B.
(Georgetown University)
Fennekohl, John, A.B.
(Colgate University)
Ferrara, St. Elmo, A.B.
(Rutgers University)
Fitzpatrick, George L.
Fitzpatrick, Joseph F.
Fleming, Martin F., A.B.
(Fordham University)

Fleteher, Harry G., A.B.
(Fardham University)
Foley, Hubert H., A.B.
(Georgetawn University)
Franeo, Andrew J.
Garofalo, George J., A.B.
(Cathalic University)
Garofalo, Nicholas J., A.B.
(St. Jahn's College, Braaklyn)
Genet, Ira H. R., A.B.
(Amherst Callege)
George, Jr., Albert R., A.B.
(Callege af the City af New Yark)
Glennon, John J.
Goldberg, Pincus
Goldman, Robert F.
Gould, Allison A., A.B.
(Dartmauth Callege)
Grazio, Salvatore
Gross, Edward V., A.B.
(Hamilton Callege)
Gross, Kelland F., A.B.
(Hamiltan Callege)
Haase, Albert J., B.S. in Econ.
(Franklin and Marshall Callege)
Hanrahan, George M., A.B.
(Manhattan Callege)
Heinfelden, Jr., Curt H., A.B.
(Rutgers University)
Herrick, Genevieve P., A.B.
(College af Mt. St. Vincent)
Hessen, Jules L.
Houser, Edward J.
Hurley, Thomas M., A.B.
(Fardham University)
Iorio, Viola B.
Jackson, Sidney R., A.B.
(Yale University)
Kaplan, Herman A.
Kelly, James J., A.B.
(Fardham University)
Kennedy, Raphael R.
Kuittinen, George A.
Lalanne, Charles E.
Layton, Robert J.
Leaf, George W.
Lee, Thomas H., B.S.
(Calumbia University Schaal af Bus.)
Licari, Roy N.
Lockwood, Lester C., A.B.
(Calgate University)
Lomauro, Rosario F., A.B.
(Fardham University)
Lowenthal, Milton, B.S.
(Fardham University)
McDonald, Rufus D., A.B.
(Maunt Union Callege)
McGarry, Frank M.
McLean, Edmund S., A.B.
(Rutgers University)
McMorrow, Leslie P.
McNally, Horace V., A.B.
(Fardham University)
Maloney, John F., A.B.
(Fardham University)
Mandel, Morris E., A.B.
(Bucknell University)
Maroon, Tufie Z., Litt.B.
(Columbia University)
Martin, Wilbur L.
Mills, Elijah W. J.
Morse, Edmund S.
Nadelberg, Alexander, B.S. in S.S.
(Callege af the City af New York)
O'Connell, James P., B.S.
(Fordham University)
Paradine, Thomas E., A.B.
(Fardham University)
Perles, Jerome A.
Piper, George S., A.B.
(Princetan University)
Potter, Bernard F.
Pulliam, William G., B.S.
(Virginia Palytechnic Institute)
Rambeau, R. Wendell
Reilly, Chester A.
Reilly, John W.
Ring, Thomas F., A.B.
(Fardham University)
Ritzel, Richard S., A.B.
(College af the Haly Crass)
Rivoli, George S.
Robinson, Joseph S.
Rosenfeld, Herman, B.S.
(New Yark University)
Ruggiero, John J., B.S. in Econ.
(University af Pennsylvania)
Ryan, Thomas F., A.B.
(Fordham University)
Sardo, Alexander S.
Sardo, Myron
Sayers, Jr., Henry S., A.B.
(Fardham University)
Scarpelli, Joseph C., Ph.B.
(Niagara University)
Schlanger, Sidney
Schlussel, Nathan R.
Schwartz, Max
Schwerner, Murray
Sehr, Douglas P., A.B.
(Fardham University)
Shaughnessy, John P.
Shea, Gerald J., A.B.
(Manhattan Callege)

Smith, Edward J., A.B.
(Seton Hall College)
Smith, George B.
Smith, Harry I.
Smith, Joseph M., B.S.
(Fordhom University)
Streit, Max
Sullivan, John J., B.S.
(Lafayette College)
Terrizzi, Matthew J., A.B.
(Long Island University)
Tirdel, Edward J., A.B.
(Fordhom University)
Tobin, John E., A.B.
(Georgetown University)
Todd, William A., A.B.
(Georgetown University)
Tracey, Martin J., A.B.
(Fordham University)
Walker, Theodore F., A.B.
(Lincoln University)
Walsh, Jr., Thomas F.
Williams, Fred A.
Witty, Fred N., A.B.
(Syracuse University)
Young, Jr., Bernard L.
Ziff, Herbert

FIRST YEAR—AFTERNOON CLASS

Albert, John A., A.B.
(Hamilton College)
Arner, Weldon C.
Baade, Jr., William J.
Bambace, Lui C.,
B.S. in Bus. Adm.
(New York University)
Bennett, John A. A.
Bischoff, Robert I., A.B.
(Yale University)
Blumenkopf, Manuel
Bock, Mark R.
Brennen, John H., A.B.
(Georgetown University)
Burkan, Jacob F.
Burns, Jr., Francis P., B.S.
(Fordham University)
Byrne, John J., B.S.
(Fordhom University)
Caputo, Philip J.
Caspers, Albert B., B.S.
(Fordhom University)
Clancey, Jr., John J.
Cohalan, Denis O'L., A.B.
(Manhotton College)
Cullen, Raymond F., B.S.
(Fordham University)
Curtin, Edward J.
Cutley, Jr., George E.
Dayhaw, Earl P.
DeSantis, Louis V., A.B.
(Catholic University)
Duffy, Elizabeth M.
Fishbein, Martin M.
Fishman, Arthur A.
Garabarini, Charles J.
Gilhuly, Joseph J., A.B.
(Fordhom University)
Glaser, Walter G., A.B.
(Seton Hall College)
Haken, Herman
Herkimer, Bernard
Hogan, Gerald G., Ph.B.
(Brown University)
Horrigan, William J.
Hughes, Thomas J.
Hungerford, Richard K., A.B.
(Georgetown University)
Hunter, Edward K., A.B.
(Fordhom University)
Jacobowitz, Milton E.
Kearney, Patrick J., A.B.
(Monhotton College)
Kennard, Donald T., A.B.
(Fordhom University)
Kennedy, Warren G.,
B.S. in Bus. Adm.
(New York University)
Kenny, Edward T., A.B.
(Fordhom University)
Keogh, William J., A.B.
(Fordham University)
Klein, John J., M.E.
(Stevens Institute of Technology)
Londergan, John M.
McArdle, Vincent J., A.B.
(Monhotton College)
McCormick, John P., A.B.
(Monhottan College)
McDonough, Edward J., A.B.
(Manhottan College)
McGowan, Alfred A., A.B.
(Fordhom University)

McKean, Gordon W., B.B.A.
(College of the City of New York)
McKeever, Christopher K.
McQuade, John P.
Macklis, Hyman
Madeo, Lucius D., A.B.
(Georgetown University)
Markey, Edward C., A.B.
(Fordham University)
Meyer, Harry D., A.B.
(Columbia University)
Minifie, Charles J., A.B.
(Fordham University)
Moloney, John J., A.B.
(St. John's College, Brooklyn)
Murphy, Francis J.
Murphy, Jr., Gerald H., B.S.
(Fordham University)
Murphy, Vincent J.
Musoff, Aaron B.
Natale, Anthony
O'Connor, Jeremiah F.
Padula, Leonard A.
Pascal, Horace E.
Pohl, Frank J., A.B.
(St. Francis' College, Brooklyn)
Porrino, Joseph F., A.B.
(Cornell University)
Re, Thomas J.
Ronner, Jr., Walter V.
Rucci, Mary J. M.
Russo, Vincent J.
Sattler, Ludwig J., A.B.
(Fordham University)
Schwortz, Ernest
Scuderi, Alfred C., A.B.
(Catholic University)
Sexton, Jr., James J.
Smith, Cornelia C., A.B.
(College of Mt. St. Vincent)
Spieker, Francis J. B., A.B.
(Syracuse University)
Steinberg, Edward I.
Strunsky, Isadora
Thayer, Douglas H., A.B.
(Williams College)
Traficanti, Joseph J., A.B.
(Catholic University)
Waldie, James F., A.B.
(Fordham University)
Waltemade, Wilfred A.
Waxberg, Stanley D.
White, John E.
Woods, Donald H., A.B.
(College of the Holy Cross)

FIRST YEAR—EVENING CLASS

Bronx Section

Abrams, Edward E., A.B.
(Syracuse University)
Ames, Arthur E.
Barnett, Frank, M.S. in Ed.
(College of the City of New York)
Benko, Max, B.B.A.
(College of the City of New York)
Bohan, James F., A.B.
(Fordham University)
Bruns, Richard R.
Burger, Henry J., A.B.
(Randolph Macon College)
Carey, James C., A.B.
(Fordham University)
Clancy, Charles B.
Clark, Robert W.
Connors, Edward T., B.S. in E.E.
(Catholic University)
Cotter, James F.
Craugh, Joseph P., A.B.
(College of the Holy Cross)
Crisp, Gregory T.
Del Vecchio, Albert E., B.S.
(Fordham University)
Di Giammarco, John G., A.B.
(Fordham University)
Doherty, James J.
Dormont, Eli, A.B.
(College of the City of New York)
Downing, Robert S., A.B.
(Bucknell University)
Dryer, Jr., George F.
Eben, Jr., Lambert L., B.S.
(New York University)
Farley, Eustace J., B.S.
(Fordham University)
Feleppa, Ernesto J.
Fidelman, Abe I., B.C.S.
(Temple University)
Fitzgerald, John G.
Flynn, Jr., William A., A.B.
(Fordham University)

Foley, Francis D., A.B.
(Fordham University)
Frattini, Charles J.
Freancy, James E., A.B.
(Fordham University)
Garvey, Joseph P., B.S.
(Fordham University)
Gasparini, Francis J.
Gavan, John P., A.B.
(Fordham University)
Giblin, Joseph M., B.S.
(Fordham University)
Giordano, Michael P., B.S.
(Manhattan College)
Goldenberg, Sidney
Gordon, John J., A.B.
(Manhattan College)
Greenstein, Martin, B.S. in S.S.
(College of the City of New York)
Greif, David D.
Halprin, Edward J.
Hayes, Jr., Thomas F., A.B.
(Cornell University)
Heep, Richard H., B.S. in Ed.
(College of the City of New York)
Heil, Arthur G., B.S.
(Manhattan College)
Hodorowski, Bernard V.
Horowitz, Harry
Huber, Frederick K., A.B.
(Princeton University)
Hurley, Raymond T., A.B.
(Fordham University)
Jaffe, Irving
Katz, David S., B.S. in S.S.
(College of the City of New York)
Kirwan, Edward E., A.B.
(Manhattan College)
Krazinski, Leo C., E.E.
(Lehigh University)
Levine, Abraham J.
Levy, Louis, B.S. in S.S.
(College of the City of New York)
Loughran, Arthur P., A.B.
(Fordham University)
Lucey, Stuart C., A.B.
(New York University)
McCarthy, Maurice J., A.B.
(Fordham University)
McGlynn, Edward J., A.B.
(Fordham University)
McGregor, Vincent J.
Madden, Harold A.
Mahon, James J., A.B.
(Fordham University)
Manashaw, Donald G., A.B.
(College of the City of New York)
Marrin, Jr., Wilfred E., A.B.
(Fordham University)
Morris, David E., A.B.
(Fordham University)
Mueller, Jr., George F.,
B.S. in Econ.
(University of Pennsylvania)
Mulligan, Jr., George M., A.B.
(Fordham University)
Murphy, John J.
Nayor, Leonard J., B.S.
(New York University)
Neville, James F., A.B.
(Georgetown University)
Nigro, Saboth M., A.B.
(University of Notre Dame)
O'Connell, Bernard J., A.B.
(Fordham University)
O'Connell, Jerome A., B.S. in Bus.
(Manhattan College)
O'Neil, Cornelius E., A.B.
(Fordham University)
Owens, Thomas P.
Poynton, George J., A.B.
(Fordham University)
Reich, David, A.B.
(College of the City of New York)
Reilly, Joseph E.
Riordan, Dennis F., A.B.
(Fordham University)
Rooney, William J.
Rosenthal, Howard J.
Rossi, Philip J.
Rothstein, Harry S., A.B.
(College of the City of New York)
Russo, Lucio F.
Schlein, Herman
Schneider, Raymond J.
Schreiber, Abner
Shapiro, Abraham, B.S. in S.S.
(College of the City of New York)
Shron, Louis
Smith, Abraham, B.S. in S.S.
(College of the City of New York)
Smolak, Michael J., A.B.
(Manhattan College)
Thayer, Stephen P., A.B.
(Columbia University)
Toriello, Albert F.
Walsh, Eugene P., A.B.
(Manhattan College)
Walsh, James A., A.B.
(Fordham University)
Whalen, John B., A.B.
(Yale University)
Williamson, Lindsay
Ziehnert, Walter L., B.S.
(Fordham University)
Zimring, Herman G.

FIRST YEAR—EVENING CLASS

Manhattan Section

Altman, Max, B.S. in Econ.
(University of Pennsylvania)
Appleman, Julius
Austin, Jr., Samuel Y., C.E.
(Cornell University)
Bakewell, Joseph J., A.B.
(Fordham University)
Barry, John F.
Barry, John James, B.S.
(Dartmouth College)
Bauer, Dale A.
(Graduate U. S. Naval Academy)
Behrens, Edward J.
Benedict, John D.,
B.S. in Ind. Eng.
(Lehigh University)
Bernfeld, Joseph H.
Block, Frederick H., A.B.
(Columbia University)
Boyer, William T., A.B.
(Fordham University)
Braeken, Jr., Joseph L., A.B.
(College of the Holy Cross)
Brady, Joseph B.
Brenner, Daniel A., A.B.
(Lehigh University)
Brian, Kenneth L., B.S.
(Fordham University)
Brock, Jr., Peter A.
Brownstein, Martin, B.S. in S.S.
(College of the City of New York)
Brown, Ross E., A.B.
(Williams College)
Bruell, Frederick M., B.S.
(Columbia University School of Bus.)
Canzoneri, Ignatius J.
Carr, William J., A.B.
(Fordham University)
Carroll, Robert A., A.B.
(St. Thomas' College)
Casey, John T.
Cassidy, John E.,
B.S. in Eng. Adm.
(Massachusetts Institute of Technology)
Christie, James B., B.S.
(University of California)
Coburn, Leslie W., B.S.
(Yale University)
Cody, Joseph F., A.B.
(Manhattan College)
Colello, Emil
Coleman, John G., A.B.
(Princeton University)
Condon, Bernard F.
Cook, Edward F.
Coughlin, John G., B.S. in E.E.
(Catholic University)
Craft, Robert H., B.S. in Econ.
(University of Pennsylvania)
Creegan, John B., B.S.
(Fordham University)
Crowley, John J., A.B.
(St. Francis' College, Brooklyn)
Cunneen, Claire B., A.B.
(College of New Rochelle)
Currick, Fishel B., A.B.
(University of Wisconsin)
Dancik, Abraham
Davidson, Joseph J.
DeLisi, Frank A., A.B.
(Rutgers University)
Dierson, Frank T., A.B.
(Fordham University)
Director, Nathan
Downing, John R., Ph.B.
(Georgetown University)
Dunn, Arthur T.
Dunne, John J.
Dwyer, Edward R., A.B.
(Dartmouth College)
Egan, Vincent P., A.B.
(Villanova College)
Ewell, Robert O., A.B.
(Stanford University)
Fagan, Thomas E., A.B.
(Mt. St. Mary's College)
Farrell, Daniel H., A.B.
(Fordham University)
Feldman, Hyman
Fenn, William M., A.B.
(Yale University)
Finn, John S.
Fisher, David
Frank, Charles L., A.B.
(Fordham University)
Frasea, William R., B.S.
(Fordham University)
Fretz, Jr., John W.,
B.S. in Bus. Adm.
(New York University)
Fuchs, Hyman
Gauss, D. Christian, A.B.
(Princeton University)
Gleason, John C.
Gluckman, Simon, B.S.
(Columbia University)
Goldberg, Hyman D.
Goldberg, Manes, B.S.
(Fordham University)

Gomez-Franko, Harry M.
Graff, Stewart, A.B.
(Horvord University)
Grassotti, Henry J.
Groté, Raymond J., A.B.
(College of the Holy Cross)
Hall, Walter H., A.B.
(St. John's College, Brooklyn)
Hanley, William S.
Hemmer, Jr., Bernard C.
Hickey, Fabian S., A.B.
(College of the Holy Cross)
Hinds, Robert N.
Horowitz, Max H.,
B.S. in B. and F.
(New York University)
Hughes, Peter J., A.B.
(Fordhom University)
Hummel, John F., A.B.
(Fordham University)
Jackson, Richard H.
Jacobson, Arthur G., A.B.
(Dortmouth College)
Jeremia, Francis B., A.B.
(College of the Holy Cross)
Kaplan, Benjamin
Kaufman, Nicholas O.
Kearns, John J.
Kelly, Joseph G., A.B.
(Fordham University)
Kilkenny, Raymond J., A.B.
(Seton Holl College)
Kudner, Joseph C.
Larkin, Leo A., A.B.
(Fordham University)
Lawler, John J., B.S. in C.E.
(Monhottan College)
Levy, Lester
Lightbody, John W., B.S.
(Hobart College)
Lonergan, William R., A.B.
(Fordhom University)
Lynch, Daniel A., A.B.
(College of the Holy Cross)
McCaffrey, Michael W.
McCann, Donald H., A.B.
(College of the Holy Cross)
McCloskey, Albert B., A.B.
(Fordham University)
McCue, Eugene P., A.B.
(College of the Holy Cross)
McDonald, James F., A.B.
(Fordham University)
McGann, John P., A.B.
(Fordham University)
McGillivray, Gilbert J.,
B.S. in E.E.
(New York University)
McGuinness, Francis H., A.B.
(Fordhom University)
McHugh, Joseph M.
McKenna, Francis X., A.B.
(Fordham University)
McLoughlin, Francis J., A.B.
(University of Pennsylvania)
McManmon, John P., A.B.
(Fordhom University)
Mack, Francis J.
Mackay, William E., A.B.
(Yole University)
Maher, Thomas F., A.B.
(Fordhom University)
Marion, Jr., Edwin L., Litt.B.
(Rutgers University)
Marvin, Lewis M., A.B.
(Homilton College)
Matson, Marcus B., B.S.
(St. Mary's College, California)
Mayell, Warren H.
Meehan, Joseph M., A.B.
(St. John's College, Brooklyn)
Mick, August J.
Mooney, Jr., James J.
Moran, William D., A.B.
(Monhotton College)
Morse, Seymour L.
Muller, Stewart M., A.B.
(Fordhom University)
Murphy, John F., Ph.B.
(Providence College)
Muuss, Emil C. A.,
B.S. in Bus. Adm.
(New York University)
Myles, Joseph F., B.S.
(Fordham University)
Neumann, William G.
Nielsen, Jr., John, B.S. in Cer. E.
(Alfred University)
Novotny, Marcella, A.B.
(Hunter College)
Oberle, Charles E., A.B.
(Fordham University)
O'Connell, Edmond F.
O'Connell, William F., A.B.
(College of the Holy Cross)
O'Connor, Edward T., M.E.
(Stevens Institute of Technology)
O'Gorman, Edward J.
O'Keeffe, Jr., James G., A.B.
(University of Notre Dome)
O'Neill, Daniel J., B.S. in E.E.
(University of Notre Dome)
Query, Alexander, B.S. in Com.
(University of Virginio)
Quinn, William C.
Rahill, Norman F. X., A.B.
(Fordham University)

Rappaport, Alfred M., B.S. in Econ.
(University of Pennsylvania)
Reidy, Evelyn M., A.M.
(Columbia University)
Reynolds, Jr., Alfred J., A.B.
(St. John's College, Brooklyn)
Rooney, James I., A.B.
(Boston College)
Ross, Samuel M., A.B.
(Penn State College)
Russell, Joseph T.
Rutgers, Otto H.
Ryan, Francis Xavier
Sabel, John B., B.S. in Econ.
(University of Pennsylvania)
Sarnoff, Charles S., Ph.B.
(Yale University)
Schankman, Benjamin N.
Scully, Frank E., A.B.
(Fordham University)
Shapo, Dalton J.
Sprung, Bernard K., A.B.
(Grinell College)
Sullivan, James V., Ph.B.
(Georgetown University)
Tannenbaum, Seymour M.
Taylor, Jr., Christopher J., A.B.
(Fordham University)
Tillinghast, William J.
Tomaszewski, Joseph C.
Triolo, Victor P., B.S. in Ch.E.
(New York University)
Tunmore, John J., Ph.B.
(Georgetown University)
Van Orman, John W., A.B.
(Columbia University)
Voorhees, George R., B.S.
(Princeton University)
Walters, Charles R., A.B.
(Erskine College)
Weinstein, Harry A.
Weinstein, Julius I.
Whelan, John M., A.B.
(Fordham University)
Williams, John S., A.B.
(Princeton University)
Willigan, William L., A.B.
(University of Notre Dame)
Wilmington, Jr., E. Newton, A.B.
(Amherst College)
Worms, Samuel J., A.B.
(University of Alabama)
Yunis, Alexander

STUDENTS PURSUING SPECIALLY ONE OR MORE COURSES

Brennan, Thomas M.
Dennehy, James J.
Escoett, Jay
Evans, John Earl
Gunther, Charles L.
Heller, Della M.
Jacobi, Mendel
Laviano, William V.
Lea, Charles A.
McCullough, Frank S.
McDermott, Cyril T.
McIvor, Bernard J.
Megali, Pasquale R.
Rayman, Louis
Rettig, Celia
Reynolds, James F.
Santini, Ernest A.
Squire, Evelyn O.

PART IV

CATALOGUE

COLLEGE OF PHARMACY

Volume XXVI May, 1933

FORDHAM UNIVERSITY

Bulletin of Information

College of Pharmacy

Annual Announcements

1933-1934

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Contents

PAGE

Admission 9
Admission to Practice of Pharmacy in State of New York...14, 15, 16
Alumni Association 35
Calendar 7
Class Organizations 35
Committees of Faculty 5
Courses Offered and Degrees Conferred 12
Degree of "Graduate in Pharmacy" 12
Degree of "Bachelor of Science in Pharmacy" 12
Degree of "Doctor of Pharmacy" 12
Courses of Study, Schedule of 18, 19
Courses, Outline of 20
Employment for Students 11
Faculty, List of 4
Fees 13
Fordham University 8
General Information 9
Location of College of Pharmacy 9
Payment of Fees 13
Prizes Awarded 36
Prizes, List of 17
Promotions 13, 14
Registration 9
Requirements for Admission 12
Requirements for Graduation 14
Schedule of Examination for License to Practice Pharmacy in State of New York 15
Special Courses 34
Withdrawal 11

Fordham University College of Pharmacy

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James H. Kidder, A.B., M.D.....*Dean*

Miss Marion J. James.....*Registrar*

Raymond F. X. James.....*Recorder*

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Professor of Pharmacy and Economics

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Professor of Chemistry and Experimental Pharmacology

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Instructor in Chemistry

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Instructor in Pharmacy and Pharmaceutical Arithmetic

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William T. McNiff, A.B., A.M.
Professor of Physics and Mathematics

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William H. Norton, Ph.G., Ph.C.....*Instructor in Chemistry*

Leonard J. Piccoli, Ph.G., Ph.C., B.S. in Phar., M.S., Ph.D.
Professor of Materia Medica and Physiology

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Alfred White, Ph.G.....*Instructor in Pharmacy and Latin*

STANDING COMMITTEES OF THE FACULTY

The President of the University, the Regent of the College of Pharmacy and the Dean are *ex-officio* members of all committees.

Committee on Admission

The President of the University
The Regent of the College of Pharmacy
The Dean

Committee on Curriculum

Rev. Charles J. Deane, S.J., *Regent*
Jacob Diner, *Dean Emeritus*
James H. Kidder, *Dean*

Committee on Examinations

William J. Bonisteel
Otto F. A. Canis
Peter J. Conroy
Leonard J. Piccoli

Committee on Student Activities

Otto F. A. Canis
Joseph Lynch
Alexander T. Geruso

Calendar for 1933

JANUARY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
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FEBRUARY

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MARCH

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APRIL

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MAY

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JUNE

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JULY

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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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31						

Calendar for 1934

JANUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
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FEBRUARY

S	M	T	W	T	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MARCH

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JULY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OCTOBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Calendar

1933

September 12,	Tuesday:	Condition Examinations, 10 a. m.
September 18,	Monday:	Opening of School for First Year Students, 9 a. m.
September 19,	Tuesday:	Opening of School for Second Year Students, 9 a. m.
September 20,	Wednesday:	Opening of School for Third Year Students, 9 a. m.
October 12,	Thursday:	Columbus Day.
November 7,	Tuesday:	Election Day.
November 10,	Friday:	End of the First Quarter.
November 22,	Wednesday:	Thanksgiving Recess begins, 1 p. m.
November 27,	Monday:	Thanksgiving Recess ends. Classes resumed, 9 a. m.
December 21,	Thursday:	Christmas Recess begins, 1 p. m.

1934

January 3,	Wednesday	Christmas Recess ends. Classes resumed, 9 a. m.
January 19,	Friday:	End of the Second Quarter.
January 22,	Monday:	Final Examinations begin for the First Semester.
February 12,	Monday:	Lincoln's Birthday.
February 22,	Thursday:	Washington's Birthday.
March 16,	Friday:	End of the Third Quarter.
March 28,	Wednesday:	Easter Recess begins, 1 p. m.
April 4,	Wednesday:	Easter Recess ends. Classes resumed, 9 a. m.
May 18,	Friday:	End of the Fourth Quarter.
May 21,	Monday:	Final Examinations begin for the Second Semester.
May 30,	Wednesday:	Memorial Day.
June 11,	Monday:	Commencement.

Fordham University

Fordham University began as St. John's College. It was founded by Archbishop Hughes upon the old Rose Hill Farm at Fordham, and formally opened on St. John the Baptists' Day, June 24, 1841. On April 10, 1846, an act of incorporation was passed by the New York Legislature, granting the College the power to "confer such literary honors, degrees or diplomas as are usually granted by any university, college or seminary of learning in the United States."

For the first five years of its existence the College was conducted by the diocesan clergy of New York, but in June, 1846, the property was purchased by the Society of Jesus. Since then the institution has been under the direction of the Jesuits.

On June 21, 1904, with the consent of the Regents of the University of the State of New York, the Board of Trustees authorized the opening of the Schools of Law and Medicine and the change of corporate name to Fordham University. The first classes in both of these departments were begun in the fall of 1905.

In 1911, the College of Pharmacy was opened, and in 1916 the Graduate School, Teachers College and the School of Social Service. The Medical School was discontinued in 1921. The latest departments are the Summer School and the School of Business and Manhattan Division of Fordham College.

Fordham College (Bronx Division), the College of Pharmacy, the Bronx Division of the Law School and the Summer School are at Fordham Road, Bronx, New York City; all the other departments are in the Woolworth Building, 233 Broadway, New York City.

General Information

The twenty-second annual session of the College of Pharmacy will begin on Monday, September 18, 1933.

LOCATION OF THE COLLEGE OF PHARMACY

The College of Pharmacy is located on the University grounds at Bathgate Avenue and Fordham Road in the northern extremity of greater New York City on the lines of the New York Central Railroad, about nine miles from the Grand Central Station, and in direct communication with all parts of greater New York by elevated and subway lines, having the Fordham University Station of the Interborough Rapid Transit at the gate.

APPLICATION FOR ADMISSION

Each candidate for admission is required to apply in person at the Office of the Registrar and there file a registration blank giving such information as may be required for the College of Pharmacy records, together with a statement of the course he is authorized to pursue. He is also required to present a detailed record of his high school work, together with his approval for a pharmacy student qualifying certificate and he must secure an apprentice certificate. To complete his registration the student shall pay the required fee. Each student whose registration has been completed will be considered a student of the College of Pharmacy during the period for which such registration is held valid. No student registered in any school or college of the University shall at the same time be registered in any other school or college, either of Fordham University or of any other institution, without the consent of the Regent or Dean.

NEW YORK STATE QUALIFYING CERTIFICATE

To be entitled to a pharmacy student qualifying certificate, the applicant must be at least 17 years of age, and must have been graduated from an accredited four-year high school course approved for this purpose or the equivalent as determined by the Commissioner of Education.

Correspondence regarding this preliminary education requirement and particularly regarding the equivalent should be addressed to the

Supervisor of Qualifying Certificates, State Education Department, Albany, N. Y., unless the applicant has begun or completed his pharmacy study, in which case it should be addressed to the Chief of the Professional Examinations Bureau, State Education Department, Albany, N. Y.

No preliminary record will be considered complete unless the applicant has met in full the English requirement. If he has completed a course of study in the United States undoubtedly his record will include four years of English. If, on the other hand, he is asking for credit upon credentials from countries where English is not the language of the people, he must pass a Regents examination in English or present evidence of the completion of a course in English that the Department can accept as the equivalent. This preliminary education requirement shall be met in full before the applicant begins his professional course of study in pharmacy. The applicant must file with the pharmacy school before matriculation notification from the Department that he is entitled to the pharmacy student qualifying certificate.

When a student is entitled to a pharmacy student qualifying certificate he shall receive, from the State Department of Education, Albany, N. Y., a blank known as "Form C-D," which blank must be filed with the Registrar of the College of Pharmacy.

APPRENTICE CERTIFICATE

When a student obtains a position in a pharmacy or a drug-store he should apply for an Apprentice Certificate.

Those who have had no previous experience in a pharmacy or drug-store before entering the College of Pharmacy may make application for an apprentice certificate through the school during the first week of the course. Blank forms for making application for apprentice license may be obtained either from the Registrar or from the Board of Pharmacy, Albany, N. Y.

RESIDENCE

Students of the College of Pharmacy are not accommodated in the dormitories on the Campus. List of reputable boarding houses may be consulted in the Office of the Registrar.

ATTENDANCE

Students are required to be in attendance at the beginning of the course, in order to obtain full benefit from the lectures and laboratory work. No student will be admitted later than two weeks after the beginning of the course and must, in each individual subject, be present at least 90% of all the classes in that subject.

The Faculty of the College of Pharmacy reserves the right to terminate the connection of any student with the institution at any time on the ground of mental or moral unfitness for the pharmaceutical profession, or improper conduct while connected with the college.

RECORDS

Transcripts of records are not given to students. It is requested that students send name and address of school they intend to enter and transcript will be mailed to authorities, upon receipt of required fee.

WITHDRAWAL

Honorable dismissal will always be granted to any student in good standing who may desire to withdraw from the College, but no student will be entitled to dismissal without the consent of his parent or guardian submitted in writing to the Dean. Students withdrawing are required to notify the Registrar. Applications for the return of fees must be made in writing at the time of withdrawal.

STUDENT EMPLOYMENT

It is desirable that the students in the College of Pharmacy should be occupied in practical pharmaceutical work during the time when they have no sessions in the College. With that end in view, we have established an employment bureau to secure for our Pharmacy students positions in retail pharmacies as much as possible. Bronx and Westchester Counties offer ample opportunities for this purpose, and we have also been able in the past few years to place many of our students in desirable positions in pharmacies in New York County (Borough of Manhattan) and in Kings County (Borough of Brooklyn). In this connection we want to assure prospective employers that their applications for assistants will receive prompt and very careful attention.

INFORMATION

For information by mail, address the Registrar of the College of Pharmacy, Fordham University, Fordham Road, New York City.

The New York Botanical Gardens, immediately adjoining the grounds of Fordham University, give the best facilities in the State for extensive study of plant life.

The rules and regulations stated in this Announcement and those posted on the Bulletin Boards, signed by the Regent or the Dean, will govern all students of this College of Pharmacy until a new Announcement is issued.

Courses Offered and Degrees Conferred

Three courses leading to the following degrees in Pharmacy are offered:

"Graduate in Pharmacy" (Ph.G.)

This is a three-year course and leads to the degree of "Graduate in Pharmacy," and qualifies the graduate to meet examinations for the position of "Licensed Pharmacist," in New York State.

"Bachelor of Science in Pharmacy" (B.S. in Phar.)

This is a four-year course and leads to the degree of "Bachelor of Science in Pharmacy," and qualifies a graduate to meet the examination for licensing pharmacist in New York State and for advanced technical and scientific work.

For a limited time, a special course for men, leading to the Bachelor of Science in Pharmacy degree will be offered to students who are graduates of a recognized three-year Graduate in Pharmacy course.

"Doctor of Pharmacy" (Phar.D.)

This course consists of three additional years in the College of Pharmacy, after receiving the B.S. in Phar. degree, and the presentation of a thesis acceptable to the faculty.

Requirements for Admission

"GRADUATE IN PHARMACY" AND "BACHELOR OF SCIENCE IN PHARMACY"

Candidates for admission to the "Graduate in Pharmacy" Course or "Bachelor of Science in Pharmacy" Course must present evidence of their graduation, with diploma, from a four-year high school course in a school recognized by the New York State Regents (*Cf.* p. 7 "New York State Qualifying Certificate"). They must also submit a detailed record of their high school work together with certification by the principal that the student is qualified for higher studies. It is expected that such certification will not be given to those who have received less than 75% in their last year of high school. Students must also furnish certificates of good moral character and of honorable withdrawal from the school they last attended.

"DOCTOR OF PHARMACY"

A candidate for the degree of "Doctor of Pharmacy" (Phar.D.), must have successfully completed the course leading to the degree of "Bachelor of Science in Pharmacy," obtained in residence in a college recognized by the New York State Regents.

FEES

Matriculation and Registration, payable only once	$ 5.00
Transcripts of records	2.00
Re-examinations, each subject	5.00
Tuition, Ph.G. course, per year	250.00
Tuition, B.S. in Phar. course, per year	350.00
Tuition, Phar.D. course, per year	350.00
Laboratory, each Department, per year	20.00
Breakage Deposit (returnable)	15.00
Graduation fee	15.00

From the breakage deposit will be deducted pro rata cost of unnecessary damage or loss in the building, equipment, library and on the premises in general, which cannot be collected from individuals responsible for it. The amount remaining will be refunded at the end of the year when the keys and other college property have been returned in good condition.

PAYMENT OF FEES

The registration fee must be paid at the time of registration and is not returnable. The other fees are payable as follows:

At least one-half of the fees must be paid within two weeks after a candidate has been accepted, and in the case of candidates accepted after September 1, fees must be paid at the time of the registration. The balance is due and payable January 3, following.

A student who fails to meet any payment will be liable to be debarred from attendance.

None of the fees are returnable except at the discretion of the Treasurer of the University, and no rebate will be made until all of the property in the student's possession belonging to the College has been returned in good order.

PROMOTIONS

Advancement from one class to the next requires that the student successfully pass examinations in each subject taught, with an average of not less than 75%.

No promotions are made unless the work of the preceding year is completely and satisfactorily fulfilled.

A student failing to attain the required percentage in the examinations in not more than ONE MAJOR and TWO MINOR subjects may be permitted, by the Committee on Examinations, to take one re-examination in these subjects. If, at such re-examination, he shall be found deficient in any subject, he must repeat the work of that subject.

A student failing in a majority of subjects must repeat the entire work of that year.

A student may repeat a year or a subject only once during his course.

REQUIREMENTS FOR GRADUATION

All degrees are conferred by the University upon recommendation of the Faculty. Such recommendation is made upon evidence that the student is of good moral character, has complied with all requirements for graduation and has met all financial obligations to the University.

ADMISSION TO THE PRACTICE OF PHARMACY

Authorities: Education Law, Rules of the Board of Regents and Regulations of the Commissioner of Education.

GENERAL

To gain admission to the practice of pharmacy the applicant must first present satisfactory evidence that he has met the requirement in preliminary and professional education. He must then pass the licensing examination.

PROFESSIONAL EDUCATION AND EXPERIENCE

To fulfil the professional education requirement the applicant must present evidence of three years of study of pharmacology in a registered pharmacy school and graduation from a registered pharmacy school with the degree of Ph.G. or the equivalent of such degree as determined by the Commissioner.

The course of study in a pharmacy school will not be approved if conditions in more than two subjects are allowed students for promotion from one year's class to the next. The work credited to a student in one pharmacy school shall not be accepted if at the time he was transferred the student had more than two conditions. Transfers from one school to another may be made only at the end of a school year.

To fulfil the requirement in professional experience the applicant must present satisfactory evidence of four years' pharmaceutical experience in a registered pharmacy, one year of which shall have been in the United States, under the personal supervision of a pharmacist and within five years of the date of application.

The actual time spent in a registered pharmacy school may be applied toward the four years' experience required by statute. A minimum of 50 hours' experience a week is required. Half time, or 25 hours a week, will be credited a student employed in a registered pharmacy while attending a school other than a school of pharmacy. Less than 25 hours a week may receive proportionate credit.

LICENSING EXAMINATIONS

Examinations for licenses to practice pharmacy are held three times a year at Albany, Buffalo and New York on the following dates:

1933	*1934*	*1935*
Jan. 30-Feb. 2	Jan. 29-Feb. 1	Jan. 28-31
June 26-29	June 25-28	June 24-27
Sept. 25-28	Sept. 24-27	Sept. 16-19

Application for admission to the examination must be filed with the Professional Examinations Bureau of the State Education Department not less than 20 days and all evidence of pharmaceutical experience not less than 30 days before the examination. Each application must be accompanied by the fee of $10 and be verified by oath. It must show in a manner satisfactory to the Department that the applicant—

(1) Is more than 21 years of age and of good moral character,

(2) Is a citizen of the United States or has formally declared his intention of becoming such citizen,

(3) Has completed the preliminary education requirement above described,

(4) Has completed the requirement in professional education and experience as above described.

A graduate of a registered school of pharmacy, who has not had the four years' practical experience or who is not 21 years of age, may be admitted to the examination in theoretical subjects only. Thereafter, upon the submission of evidence satisfactory to the Department of the completion of the four years' experience and evidence that such applicant is over 21 years of age, he may be admitted to the examination in practical pharmacy upon payment of an additional fee of $10.

The daily program of the examination will be as follow:

Monday

Morning	Afternoon
9.15-12.15	1.15-4.15
Materia medica and botany	Chemistry

Tuesday

Morning	Afternoon
9.15-12.15	1.15-5.15
Practical pharmacy	Practical pharmacy (continued)

Wednesday

Morning	Afternoon
9.15-12.15	1.15-4.15
Economics and pharmaceutical jurisprudence	Toxicology and posology

Thursday

Morning	Afternoon
9.15-12.15	1.15-4.15
Theoretical pharmacy	Pharmaceutical Latin and mathematics

The passing mark in each subject shall be 75 per cent.

Any candidate who takes the complete written examination and fails in not more than one subject need not be re-examined in the other subjects. He shall be considered as conditioned in that one subject and may remove this condition at any subsequent examination without additional fee. In case he fails in more than one subject he shall be re-examined in all subjects. Not more than two complete examinations shall be taken on one fee. An applicant who secures a rating of at least 75 per cent. in practical pharmacy need not be re-examined in that subject except for cause.

PRIZES

1. Bronx County Pharmaceutical Association Prize:

The Bronx County Pharmaceutical Association has established a prize, consisting of a gold medal, to be awarded by the Dean in the name of the Association to the student in the College of Pharmacy attaining the best average in the subject of "Pharmacy" during his three years' course.

2. Westchester County Pharmaceutical Association Prize:

The Westchester County Pharmaceutical Association has established a prize, consisting of a gold medal, to be awarded to the student obtaining the best average in the subject of "Operative Pharmacy" during his three years' course.

3. Dr. George Hohmann Memorial Medal:

The Alumni Association of the College of Pharmacy has established a fund for the purpose of awarding a medal to commemorate the splendid work done by the late Professor George Hohmann, Ph.G., M.D., and it is awarded to the student who has done the most in furthering the interests of his class while at Fordham.

4. Alumni Prize:

An "Alumni Medal" is awarded by the Alumni Association to the student having the highest average in all subjects during the three years' course.

5. German Apothecaries' Society Prize:

The German Apothecaries' Society, the oldest pharmaceutical association in the United States, has established a prize, consisting of a gold medal, to be awarded to the student excelling in Practical Pharmacy.

6. New York State Pharmaceutical Association Prize:

The New York State Pharmaceutical Association offers a membership in this body to the student who shows exceptional ability in all the subjects taken in the College of Pharmacy.

7. Peter Diamond Memorial Prize:

The New York Retail Druggists' Association has established a prize, consisting of a gold medal, in memory of the late Peter Diamond, to be awarded to the student attaining the highest average in Economics.

*PROPOSED SCHEDULE OF COURSES OF STUDY DEGREE OF "GRADUATE IN PHARMACY"

FIRST YEAR

First Semester				Second Semester			
SUBJ. No.	PERIODS A WEEK Lecture	Laboratory	Semester Hours' Credit	SUBJ. No.	PERIODS A WEEK Lecture	Laboratory	Semester Hours' Credit
Ph-11	3	..	3	Ph-12	3	..	3
Ph-11A	..	3	1.5	Ph-12A	..	3	1.5
Ph-13	2	..	2	Ph-13	2	..	2
Ph-15	1	..	1	Ph-15	1	..	1
Ch-11	4	3	5.5	Ch-11	4	3	5.5
MM-11	2	3	3.5	MM-11	2	3	3.5
MM-12	2	..	2	MM-12	2	..	2
Phys-11	2	..	2	Phys-11	2	..	2
Eth-11	1	..	1	Eth-11	1	..	1
	17	9	21.5		17	9	21.5

SECOND YEAR

Ph-21	3	..	3	Ph-22	3	..	3
Ph-21A	..	4	2	Ph-22A	..	4	2
Ph-23	1	1	1.5	Ph-23	1	1	1.5
Ch-21	4	6	7	Ch-22	4	6	7
MM-21	2	3	3.5	MM-21	2	3	3.5
MM-23	2	..	2	MM-23	2	..	2
Eth-21	1	..	1	Eth-21	1	..	1
	13	14	20.		13	14	20.

THIRD YEAR

Ph-31	4	..	4	Ph-32	4	..	4
Ph-31A	..	4	2	Ph-32A	..	4	2
Ph-33	1	..	1	Ph-33	1	..	1
Ph-34	1	..	1	Ph-34	1	..	1
Ch-31	3	4	5	Ph-35	..	1	0.5
MM-31	..	1	0.5	Ch-31	3	4	5
MM-32	3	..	3	MM-32	3	..	3
MM-33	2	..	2	MM-33	2	..	2
Eth-31	1	..	1	Eth-31	1	..	1
	15	9	19.5		15	9	19.5

* The above schedule is proposed and may be subject to revision.

*PROPOSED SCHEDULE OF COURSES OF STUDY DEGREE OF "BACHELOR OF SCIENCE IN PHARMACY"

FIRST YEAR

First Semester				Second Semester			
SUBJ. No.	PERIODS A WEEK Lecture	Laboratory	Semester Hours' Credit	SUBJ. No.	PERIODS A WEEK Lecture	Laboratory	Semester Hours' Credit
Ph-11	3	..	3	Ph-12	3	..	3
Ph-11A	..	3	1.5	Ph-12A	..	3	1.5
Ph-13	2	..	2	Ph-13	2	..	2
Ph-15	1	..	1	Ph-15	1	..	1
Ch-11	4	3	5.5	Ch-11	4	3	5.5
MM-11	2	3	3.5	MM-11	2	3	3.5
MM-12	2	..	2	MM-12	2	..	2
Phys-11	2	..	2	Phys-11	2	..	2
Eth-11	1	..	1	Eth-11	1	..	1
Math-11	3	..	3	Math-11	3	..	3
	20	9	24.5		20	9	24.5

SECOND YEAR

Ph-21	3	..	3	Ph-22	3	..	3
Ph-21A	..	4	2	Ph-22A	..	4	2
Ph-23	1	1	1.5	Ph-23	1	1	1.5
Ch-21	4	6	7	Ch-22	4	6	7
MM-21	2	3	3.5	MM-21	2	3	3.5
MM-23	2	..	2	MM-23	2	..	2
Eth-21	1	..	1	Eth-21	1	..	1
Biol-25	1	2	2	Biol-25	1	2	2
	14	16	22.		14	16	22.

THIRD YEAR

Ph-31	4	..	4	Ph-32	4	..	4
Ph-31A	..	4	2	Ph-32A	..	4	2
Ph-33	1	..	1	Ph-33	1	..	1
Ph-34	1	..	1	Ph-34	1	..	1
Ch-31	3	4	5	Ph-35	..	1	0.5
MM-31	..	1	0.5	Ch-31	3	4	5
MM-32	3	..	3	MM-32	3	..	3
MM-33	2	..	2	MM-33	2	..	2
Eth-31	1	..	1	Eth-31	1	..	1
Eng-31	3	..	3	Eng-31	3	..	3
Mod. Lang-31	3	..	3	Mod. Lang-31	3	..	3
	21	9	25.5		21	9	25.5

FOURTH YEAR

Eng-41	3	..	3	Eng-41	3	..	3
Phys-41	3	2	4	Phys-41	3	2	4
Mod. Lang-41	3	..	3	Mod. Lang-41	3	..	3
Bact-41	1	2	2	Bact-41	1	2	2
Ch-41	3	4	5	Ch-41	3	4	5
MM-43	..	4	2	MM-43	..	4	2
MM-44	1	2	3	MM-44	1	2	3
Eth-41	1	..	1	Eth-41	1	..	1
	15	14	23		15	14	23

* The above schedule is proposed and may be subject to revision.

Outline of Courses

PHARMACY

Ph-11. THEORY AND HISTORY OF PHARMACY.

Lectures and recitations, 3 hours a week for one semester.

Beginning with a brief review of the origin and development of the subject of metrology, the student is gradually introduced to the various systems of weights and measures in use at the present time. Balances are considered in detail as to principle, construction, care and use of same, and these lectures are augmented by demonstrations and practical laboratory exercises.

The physical aspects of Pharmacy are next considered, beginning with a study of Specific Gravity and Specific Volume, and gradually proceeding through discussions on heat, comminution, solution and the various processes used in manufacturing and dispensing.

Finally, the theory of the extraction of drugs is considered, comprising maceration, percolation, digestion, infusion and decoction.

The entire course runs parallel to Ph-11A, a laboratory course in which the theory is exemplified by practical exercises.

Ph-11A. OPERATIVE PHARMACY.

Laboratory course, 3 hours a week for one semester.

This course is intended as an adjunct to Ph-11. The student is supplied with his individual utensils and such apparatus as may be required from time to time. Beginning with practical exercises involving the handling of balances and weighing of substances and the comparison of systems of weights and measures, the student is gradually led up to operations requiring more skill and technique. Experiments in Specific Gravity are carried out and finally exercises illustrating the processes considered in Ph-11.

A laboratory note-book is required and must merit a passing grade.

Ph-12. THEORY AND HISTORY OF PHARMACY.

Lectures and recitations, 3 hours a week for one semester.

This course begins with a systematic study of the theory of galenical pharmacy, the procedures incidental to the preparation of the simpler U.S.P. and N.F. products—with emphasis on nomenclature, active ingredients, both entering into the preparation and those contained in the finished product—mode of preservation and dispensing. A laboratory course (Ph-12A) runs parallel with this course and the student prepares convenient quantities of typical galenicals.

Ph-12A. MANUFACTURING PHARMACY.

Laboratory course, 3 hours a week for one semester.

This course is an adjunct to Ph-12 and consists of the manufacture of many of the simpler preparations of the U.S.P. and N.F., including waters, infusions, decoctions, syrups, mixtures, etc.

The work is supervised by instructors and the finished product rated.

The student is required to keep a detailed account of all preparations and this note-book is rated at the close of the semester.

Ph-13. PHARMACEUTICAL ARITHMETIC.

Lectures and recitations, 2 hours a week for both semesters.

This course begins with a thorough review of fundamental arithmetic.

Conversion of weights, calculation of doses, reduction of formulas, specific gravity and volume, thermometry, percentage and alligation are taken up in detail during lectures.

The student is given many problems to solve during recitations and at stated intervals written exercises are held, thus assuring a thorough groundwork in this all-important phase of Pharmacy.

Ph-15. PHARMACEUTICAL LATIN.

Lectures and recitations, 1 hour a week for both semesters.

A course sufficient in length to meet the requirements of the pharmacist.

The student is familiarized, first, with the reasons for the use of Latin in pharmacy and allied sciences. This is followed by the fundamentals, including declensions of nouns and adjectives, syntax and

construction, conjugation of verbs and use of prepositions and phrases. Cardinal and ordinal numerals are committed to memory, as well as a vocabulary needed by the pharmacist.

Lastly, the prescription is discussed, and the knowledge of Latin applied to the correct writing and translating of same, including directions to the pharmacist and the patient.

Ph-21. THEORY OF PHARMACY.

Lectures and recitations, 3 hours a week for one semester.

This course is a continuation of Ph-12. During this semester the galenicals of the U.S.P. and N.F. are further considered, included among which are liquors, spirits, elixirs, tinctures, masses, pills, etc. A laboratory course (Ph-21A) is run parallel.

Ph-21A. MANUFACTURING PHARMACY.

Laboratory course, 4 hours a week for one semester.

This course is a continuation of Ph-12A, consisting of the manufacture of more complex galenicals. In many instances assay of the products manufactured is carried on by the students in the Chemistry Department, thus affording a check on the accuracy of the student.

Ph-22. THEORY OF PHARMACY.

Lectures and recitations, 3 hours a week for one semester.

This course is a continuation of Ph-21 and concludes with the final consideration of the most complex galenicals of the U.S.P. and N.F. Instruction is also given in large scale manufacture.

Ph-22A. MANUFACTURING PHARMACY.

Laboratory course, 4 hours a week for one semester.

This is an adjunct course to Ph-22 and a continuation of Ph-21A.

Ph-23. PHARMACEUTICAL ECONOMICS.

Lectures and recitations, 1 hour a week for both semesters;
Laboratory, 1 hour a week for both semesters.

The fundamental principles of Commercial Pharmacy are taken up by lectures, demonstrations and recitations. The principles governing the opening or buying of a drug-store are thoroughly discussed. Principles of ordering, checking, arranging, stock-taking and

pricing, as well as packing, delivery, charge accounts and collections are brought out by various methods, including blackboard demonstrations and actual reports and commercial transactions. The fundamental principles of bookkeeping are covered. Each student is required to keep a set of books which must merit a passing grade.

Ph-31. THEORY OF PHARMACY (DISPENSING).

Lectures and recitations, 4 hours a week for one semester.

This course consists of a series of lectures and recitations, embracing the dispensing of prescriptions. Beginning with general lectures on the pharmacy (dispensing department, its location, equipment, etc.), the matter continues to the prescription itself. The relation of the pharmacist to physician and patient is considered as well as general conduct in the handling of prescriptions, confidences involved, etc.

Following these preliminaries, various types of prescriptions are discussed beginning with the simpler ones, as to modes of procedure, etc.

Ph-31A. DISPENSING PHARMACY.

Laboratory course, 4 hours a week for one semester.

This is a laboratory course during which the student receives, compounds and dispenses many prescriptions. He is taught all details incidental to this phase of pharmacy, special attention being paid to accuracy, neatness, etc. The student is required to dispense each prescription to the minutest detail as would be done in a well-conducted pharmacy, including pricing and filing.

Ph-32. THEORY OF PHARMACY (DISPENSING).

Lectures and recitations, 4 hours a week for one semester.

This is a continuation of Ph-31 and also includes a thorough consideration of incompatibilities in prescriptions. By means of lectures and lantern demonstrations, many complicated prescriptions are discussed and methods of compounding and correcting difficulties are considered. Attention is also given to newer remedies, making the study an almost endless one.

Ph-32A. DISPENSING PHARMACY.

Laboratory course, 4 hours a week for one semester.

A continuation of Ph-31A, wherein more complex prescriptions, involving incompatibilities, are considered.

Ph-33. PHARMACEUTICAL JURISPRUDENCE.

Lecture, 1 hour a week for both semesters.

During this course consideration is given to the various National and State Laws and New York City ordinances governing the practice of Pharmacy. The source of the laws, their enactment, application, interpretation and enforcement are thoroughly discussed. Special emphasis is laid upon the Pure Food and Drug Act, Narcotic Law, Prohibition Act, Postal Laws and the State Education Law.

Ph-34. PHARMACEUTICAL ECONOMICS.

Lecture, 1 hour a week for both semesters.

This is a continuation of Ph-23 from a practical point of view. Overhead gross and net profit, balance sheet, financial transactions and negotiable papers are thoroughly explained and discussed. The various types of insurance are also explained.

Ph-35. MEDICAL APPLIANCES.

Lectures and demonstrations, 1 hour a week for one semester.

This course will be so treated as to acquaint the pharmacy student with the forms, commercial aspects and therapeutic uses of the common medical appliances.

In these lectures and demonstrations the following will be considered: Appliances used for the application of heat and cold; for irrigation; for hypodermic and other forms of injection; for feeding purposes and for recording temperatures. Atomizers, plasters, bandages, dressings, ligatures, sutures and other miscellaneous appliances will be given detailed consideration.

TEXT-BOOKS IN PHARMACY

United States Pharmacopœia X.
National Formulary.
Pharmaceutical Arithmetic, Stevens.
Commercial Law, Gano.
Pharmaceutical Latin, Muldoon.

REFERENCE BOOKS

United States Dispensary.
National Standard Dispensatory.
Pharmaceutical Praxis, Hager.
Practice of Pharmacy, Remington.
History of Pharmacy, La Wall.
Commercial Pharmacy, O'Connor.

CHEMISTRY

The courses in chemistry are so arranged and conducted as to meet the requirements of the present-day college standards. The work in each of the branches is planned and carried out so that the necessary time is spent on each subject as directed by the University of the State of New York for Pharmacy.

In General Inorganic Chemistry the student is taught the fundamentals of the subject. He also prepares, studies and tests the more common elements and compounds, especially those entering into official substances.

Qualitative Chemistry is a course in which the newer methods of the subject are stressed, especially with regard to their bearing on the testing of official substances. In the second semester, Quantitative Chemistry is given and after a thorough grounding in the fundamentals of this branch, special emphasis is placed on the methods of the U.S.P., for the assay of official substances.

In the third year the course in Organic Chemistry is given. In this course, as in the others, the fundamentals are first considered. Because of the large number of organic pharmaceuticals, this course is given more time to allow for the work of manufacturing, studying and testing not only those substances which are official at present, but many of the substances contained in new and non-official remedies.

Throughout all courses the pharmaceutical aspect of the subjects is emphasized so that the student will get the real concept of Pharmaceutical Chemistry. For advanced students, a course is offered in Physiological Chemistry.

Ch-11. GENERAL INORGANIC CHEMISTRY.
Lectures and recitations, 4 hours a week;
Laboratory, 3 hours a week for both semesters.

Ch-21. QUALITATIVE ANALYSIS.
Lectures and recitations, 4 hours a week;
Laboratory, 6 hours a week for one semester.

Ch-22. QUANTITATIVE ANALYSIS AND DRUG ASSAYING.
Lectures and recitations, 4 hours a week;
Laboratory, 6 hours a week for one semester.

Ch-31. ORGANIC CHEMISTRY.
Lectures and recitations, 3 hours a week;
Laboratory, 4 hours a week for both semesters.

Ch-41. PHYSIOLOGICAL CHEMISTRY.

Lectures and recitations, 3 hours a week;
Laboratory, 4 hours a week for both semesters.

TEXT-BOOKS IN CHEMISTRY

General Chemistry, L. B. Richardson.
Laboratory Outline of General Chemistry, L. B. Richardson.
Qualitative Chemical Analysis, Scott.
United States Pharmacopœia.
Organic Chemistry Lectures, Clark.
Laboratory Manual, Experimental Organic Chemistry, West.
Quantitative Chemical Analysis, Engelder.
Calculations of Quantitative Chemical Analysis, Hamilton and Simpson.
Food Inspection and Analysis, Leach.
Food Analysis, Woodman.

BOTANY AND PHARMACOGNOSY

MM-11. BOTANY.

Lectures and recitations, 2 hours a week for both semesters;
Laboratory, 3 hours a week for both semesters.

GROSS BOTANY
VEGETABLE HISTOLOGY

A study is made of the properties and activities of protoplasm, structure and function of leaves, flowers, stems and roots; and the classification of forms which make up the plant kingdom. The course covers the morphology and histology of the higher plants, from which nearly all our crude drugs are derived.

Economic plants yielding drug products are used as far as time permits in both lecture and laboratory to correlate the subject with the study of crude drugs. The rôle of alkaloids, glucosides, resins, volatile oils, fixed oils and cell-inclusion products in general are treated from the standpoint of physiology as well as from the utilitarian view-point in medicine and in the industries.

The two laboratory subdivisions run concurrently in order to secure a proper sequence of topics. The use of the microscopes and various optical apparatus used in food and drug investigations; the preparation of microscopical specimens and common microchemical tests are treated in the laboratory prior to the study of the gross and histological structures.

Both lectures and laboratories are well supplied with charts, models, lantern slides, microprojectors and baliopticons to illustrate all phases of the work in the various subjects of the department.

MM-21. PHARMACOGNOSY.

Lecture, 2 hours a week for both semesters;
Laboratory, 3 hours a week for both semesters.

A complete study of the drugs of the U.S.P. and N.F. that are derived from the vegetable and animal kingdom. The first semester deals with the scope of the subject and the methods utilized in collecting drugs, shipment to market, their adulteration, detection, storage and constituents present.

A study is made of the powdered crude drugs and such other products that enter into the manufacture of foods and spices. Typical type specimens are used to illustrate the various groups. Particular emphasis is placed upon the detection of adulterants as commonly met with in commercial samples. The laboratory is well supplied with equipment enabling the student to start with a drug in the crude state and to carry all processes from milling to the finished product for use in the industries. Complete sets of sectioned materials enable the student to make comparison between powdered material and the plant section as a whole. The seed plants yielding drug products are discussed as to name, source, description, prevailing standards, methods of preservation and their use in medicine. Each student will receive a sample of every drug official in the U.S.P. and N.F. In addition, many samples are furnished of non-official drugs that are used in considerable amounts, both in medicine and in the industries. Identification examinations are held at regular intervals.

MM-43. COMMERCIAL PHARMACOGNOSY.

Laboratory work with occasional lecture, 4 hours a week for both semesters.

This course will consist in the sectioning of plant and food products. The identification of adulterated drugs. The methods pursued in commercial manufacturing plants. Control methods. Micro-chemical reactions and the use of various microscopic equipment in the detection of drugs and spices. The course will cover fundamental requirements for food inspection in both government and commercial houses. Each student will, in addition, be assigned a definite problem to test his fitness for research.

TEXT-BOOKS IN BOTANY AND PHARMACOGNOSY

Text-Book of General Botany, Holman and Robbins.
Pharmacognosy, Youngken.
Manual of Botany, Gray.
Microscopy of Foods, Drugs and Spices, Greenish.

REFERENCE BOOK

Microscopy of Foods, Drugs and Spices, Winton.

MATERIA MEDICA AND PHYSIOLOGY

MM-12. PHYSIOLOGY AND HYGIENE.

Lectures and recitations, 2 hours a week for both semesters.

The aim of this course is to present the fundamental facts of physiology and anatomy with special reference to the practical application of these subjects to hygiene and pharmaceutical practice. The mode of action of the more widely used drugs and drug preparations is considered.

The course is largely didactic, but includes several demonstrations on animals. The lectures and recitations deal with general physiology, the skeleton, the muscles, circulation of the blood and lymph, respiration, nutrition, internal secretions, the nervous system and the sense-organs.

MM-23. MATERIA MEDICA, TOXICOLOGY AND POSOLOGY.

Lectures and recitations, 2 hours a week for both semesters.

This course familiarizes the student with most of the terminology used to describe the action, properties and uses of drugs considered in the more advanced courses. The average dosage of the U.S.P. and N.F. drugs is considered with the object of teaching the student to recognize an overdose in actual prescription practice. It includes the methods of standardization of dosage, the calculation of dosage in the metric and apothecary systems and considers the conditions which alter the dosage, *e.g.*, age, weight, habit, idiosyncrasy, time and mode of administration, cumulative action, rate of excretion, etc.

The student is well impressed at this time with the important idea that these courses in Materia Medica are not intended to train "counter-prescribers," but to educate pharmacists so that they may co-operate with the medical profession in their service to humanity. A lecture course embracing a study of the nature, symptomatology and detection of poisons with their antidotes and treatment. The course continues with a general discussion including history of toxicology, definitions and terminology. The poisons are classified and treated in groups, *e.g.*, gases, metals, acids, bases, salts, organic compounds, alkaloids, glucosides, etc.

The course continues with lectures pertaining to the application of remedial agents in the treatment of disease, considering particularly the remedies intended for external use.

MM-31. FIRST AID.

Lecture and demonstration, 1 hour a week for one semester.

This course includes a study of the principles of first aid. The methods of applying simple bandages and the proper handling of first aid cases, (*e.g.,* burns, hemorrhages, fractures, poisoning, unconsciousness, etc.) as may come within the province of the pharmacist in an emergency, are carefully considered. First aid to the injured is described as the bridge between the accident and medical assistance, and over this bridge the injured person is to be carried from the place of injury to the place of treatment.

MM-32. MATERIA MEDICA AND TOXICOLOGY.

Lectures and recitations, 3 hours a week for both semesters.

This course is a continuation of MM-23, embracing general therapeutics—the application of curative agents other than drugs and medicines; rational therapeutics—based on pharmaco-dynamics; empirical therapeutics—based upon clinical experience. The official drugs receive ample attention. Time is dedicated to the study of newer remedies.

A drug typical of a group is taken up in class and its action discussed. Experimental pharmacology is performed whenever convenient. The broad principles of drug action are emphasized, rather than the actual practice, which solely concerns the physician. The toxicology and posology of all the various groups are considered in detail.

MM-33. MICROBIOLOGY.

Lectures and recitations, 2 hours a week for both semesters.

The subject will be so treated in the lectures that the prospective pharmacist may be placed in a position to answer more intelligently questions concerning professional problems with the medical professions. In these lectures the following will be considered: commonly found micro-organisms and their significance, terms commonly employed in bacteriological routine as given in the U.S.P. and N.F., stains and staining solutions; a thorough discussion of sterilization, disinfection and fumigation; elementary immunology, and infection and biological products.

TEXT-BOOKS IN MATERIA MEDICA AND PHYSIOLOGY

Elementary Materia Medica and Posology, Piccoli.
Elementary Physiology, Burton-Opitz.
Text-book of General Microbiology, Giltner.
Action and Uses of Drugs, Piccoli.
Text-Book of General Bacteriology, Hiss and Zinsser.
Animal Biology, Shull.
Clinical Diagnosis by Laboratory Methods, Todd and Sanford.

REFERENCE BOOKS

Text-book of Physiology, Howell.
Toxicology, Underhill.
The Action of Drugs, Edmunds and Gunn (Cushny).
Text-book of Zoology, Parker and Haswell.
Pathogenic Micro-organisms, Parke and Williams.
Practical Bacteriology, Blood Work and Parasitology, Stitt.
American Journal of Physiology.
Journal of Bacteriology.
Biological Abstracts.

ETHICS

Eth-11. ETHICS.

Lecture, 1 hour a week for both semesters.

Preparatory to the course in ethical problems, there will be a course of one semester, including the principles of logic, syllogism, truth, falsity and certitude; origin of the mind, matter and form, problem of life, free will and the human soul; existence of God.

Philosophy, logic, natural and acquired. Simple apprehension and judgment. The syllogism, truth and falsity. Certitude, metaphysical, physical and moral. The senses. Intellect, reason. Memory. Human testimony. Objective evidence. Origin of the world. Laws of nature. Properties of bodies. The problem of life. The soul. Free will. Existence of God.

General Ethics.—Definition, nature, object, scope. False theories regarding the fundamental principles of ethics. The ultimate intrinsic end of man. Beatitude, the ultimate extrinsic end of man, God's external glory. Goodness, proximate norm, rational nature; ultimate norm, Divine nature. Determinations of goodness. The human act. Imputability. Merit. Morality of the human act. The norm of morality. External norm, law, eternal and natural, positive; obligation, Divine and human. Internal norm, conscience. Character. Theological and moral virtues.

Eth-21. ETHICS.

Lecture, 1 hour a week for both semesters.

Special Ethics.—(1) Duties to God. Interior and exterior worship. Obligation of accepting Divine Revelation. (2) Duties to self. Acquisition of knowledge essential to eternal welfare and performance of duties of life. Duties to preserve health and life. (3) Duties to others. Respect for rights of others to intellectual and moral integrity, to health and life, to good name and property. (4) Right to material things. Right of private property. Ownership. Socialism and collectivism.

Eth-31. ETHICS.

Lecture, 1 hour a week for both semesters.

Society in General.—(1) Definition, nature, origin. Material and formal elements. Kinds of society. (2) Domestic society. Conjugal: nature, primary and secondary purposes. Essential properties, unity and indissolubility. (3) Parental society: primary purpose, education of children. Right of education of children belongs to parents alone. Duty of civil and religious society. (4) Industrial society. Wages, individual and general norms. (5) Civil society. Origin, genetic, historical, juridical. End. (6) The State. End. Primary purpose, to secure the rights and liberty of its members; secondary purpose, to afford equitably the opportunities socially necessary for temporal prosperity. Civil authority. (7) Government, functions and form. Legislative, executive, judicial. Purposes of government. Forms of government. (8) The State and conscience. Liberty of conscience. (9) The Church and State. Their relations. (10) International right. Ethical and juridical duties and rights of nations. International law.

Eth-41. ETHICS.

Lecture, 1 hour a week for both semesters.

Special Ethical Problems.—Review of the fundamental principles of morality; application of these principles in the practice of pharmacy; destiny of man; sacredness of human life. Stress is laid on those problems which may arise in the course of a pharmacist's practice when expediency might suggest methods of procedure which would be contrary to right reason and morality.

ENGLISH

Eng-31.—ENGLISH COMPOSITION.

3 hours a week for both semesters.

This course has two aims: (a) to develop in the student the ability to write correctly and effectively; (b) to accustom him to read intelligently. Themes are written every week upon subjects concerning which the students are believed to have definite ideas, and a considerable amount of outside reading is required each term.

Eng-41. ENGLISH LITERATURE.

3 hours a week for both semesters.

The leading works in the several periods of English literature are studied as expressive of national life and thought and of universal ideals and aspirations. The course aims to show the value of literature as an interpretation of life. Particular attention is given to the great men and their chief works from the Fourteenth to the Nineteenth Centuries, inclusive.

MODERN FOREIGN LANGUAGES

French or German

French 31. FRENCH.

3 hours a week for both semesters.

Prescribed for those offering French for entrance. Review of the essentials of grammar with readings from standard classical and scientific authors.

Prerequisites: two entrance units.

French 41. FRENCH.

3 hours a week for both semesters.

This course is a continuation of French 31, with further readings from standard classical and scientific authors.

German 31. GERMAN.

3 hours a week for both semesters.

Prescribed for those offering German for entrance. Review of the essentials of grammar with readings from standard classical and scientific authors.

Prerequisites: two entrance units.

German 41. GERMAN.

This course is a continuation of German 31, with further readings from standard classical and scientific authors.

MATHEMATICS

Math-11. MATHEMATICS.

3 hours a week for both semesters.

Algebra.—Radicals. Theory of Exponents. Logarithms. Series, Ratio. Proportion. Variation. Quadratic Equations.

Trigonometry.—Solution of right and oblique triangles. Law of sines. Law of cosines. Law of tangents. Graphs of functions. Trigonometric equations and identities.

Elementary Analytics.—Graphs of equations of first and second degrees. Solutions by graphs of linear, quadratics and simultaneous quadratic equations. Circular measure of angles. Graphs of sine and cosine.

TEXT-BOOKS IN MATHEMATICS

College Algebra, Wentworth.
Trigonometry, Wentworth and Smith.
Analytical Geometry, Wentworth.

PHYSICS

Phys-11. PHYSICS.

Lectures and recitations, 2 hours a week for both semesters.

A comprehensive treatment of elementary college Physics. Special emphasis is placed on the subject as it relates to the successful study of Pharmacy.

Phys-41. PHYSICS.

Lectures and recitations, 3 hours a week;
Laboratory, 2 hours a week for both semesters.

The subjects treated in the lectures of this course are: statics, kinematics, dynamics, sound, heat, light, electricity and magnetism, with special emphasis on the mathematical phases of the subject-matter.

The laboratory course consists of experiments designed to acquaint the student with instruments, a knowledge of which is most essential to a successful pursuit of the study of Pharmacy.

Among some of the more important units are the barometer, specific gravity outfits, the chemical balance, the various types of calipers, the spectrometer, x-ray machine, electrolysis outfit, the polariscope, etc.

TEXT-BOOKS IN PHYSICS

A Text-book of College Physics, Volume I, Mechanics and Heat, McNiff.

A Text-book of College Physics, Volume II, Light, Electrostatics and Electricity, McNiff.

BIOLOGY

Biol-25. GENERAL ZOOLOGY AND COMPARATIVE ANATOMY.

Lectures and recitations, 1 hour;
Laboratory, 2 hours a week for both semesters.

First Semester:

In the first part of this course the subject-matter is designed to give the student an elementary knowledge of the basic principles of biology. The latter part of the course is mainly devoted to the study of the structure and parasitology of the invertebrates, with dissections

of representative types in the laboratory, including numerous protozoans, hydra, the earthworm, lobster, grasshopper and clam.

Second Semester:

The course continues with the study of the simpler vertebrates and proceeds to the higher forms. The more important laboratory types dissected in the laboratory are amphioxus, shark, frog, pigeon and cat.

SPECIAL COURSES

*Bact-41. GENERAL BACTERIOLOGY.

Lectures and recitations, 1 hour;
Laboratory, 2 hours a week for both semesters.

The course is divided into two parts: General Bacteriology considering the biological properties of bacteria in general, methods and technique for study and investigation. Preparation of stains and culture media. The second part takes into careful consideration pathogenic micro-organisms and parasitology. Here we deal with pathogenic micro-organisms in general, bacteriological examination of milk, water, soil, sewage, air, urine, sputum, blood, spinal fluid, transudates and exudates, pharmaceuticals, and food-stuffs. The standardization of chemical disinfectants and technique of chemical disinfection. The preparation of bacterial vaccines and therapeutic sera. The preparation and use of bacterial diagnostic aids such as tuberculin, etc.

*MM-44. CLINICAL MICROSCOPY AND PARASITOLOGY.

Lectures and recitations, 1 hour;
Laboratory, 2 hours a week for two semesters.

This course teaches the practical laboratory methods of examination of sputum, blood, feces, urine, transudates, exudates, milk, cerebro-spinal fluid, etc., with their clinical value and practical applications as an aid to the medical profession in the diagnosis and study of disease. Basal metabolism, animal inoculation, blood grouping and blood research are considered in detail. A great deal of this work is done on hospital specimens.

The parasites (blood, intestinal, etc.) of temperate, sub-tropical and tropical regions are considered in detail. The development, structure and mode of transmission of the more common parasites are taken up and practical demonstrations in the laboratory supplement the lectures.

Prerequisite: Graduate in Pharmacy or equivalent.

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* This course can be taken as a separate course for those desiring to prepare themselves for such work as Assistants in Diagnostic Laboratories.

CLASS ORGANIZATIONS

Each class is organized into a "Class Organization," to which all the students of that class are eligible. At the weekly meetings papers are read and discussed by the students and guests. This feature is encouraged by the Faculty who assist in directing the discussions and help in conducting the meetings on parliamentary lines. This is intended to broaden the student's training and to foster a fraternal, co-operative spirit among the students and to awaken their interest in pharmaceutical associations to which Pharmacy owes a debt which it never can amply repay.

ALUMNI ASSOCIATION

The Alumni Association of Fordham University College of Pharmacy was organized May 15, 1915, for the purpose of advancing and encouraging scientific study in the various allied branches of Pharmacy among its members.

Meetings of Alumni Association

Meetings are held at stated intervals.

The Alumni Association co-operates with the Employment Bureau of the College, and is very active in procuring positions for worthy students. A bureau of general pharmaceutical information is maintained for the members.

The dues of the Association have been fixed at five dollars for life. Membership, for which each member receives an engrossed certificate of membership, entitles each member to full privileges as outlined in the Constitution.

It is strongly urged that all members of the graduating class affiliate before leaving the College, thus showing their interest in the College and its Alumni.

Officers of the Alumni

President ..... Thomas Cohen, '30
Vice-President ..... Joseph Hammer, '22
Secretary ..... George Walden, '31
Treasurer ..... Otto F. A. Canis, '14

Members of the Alumni Association are requested to notify the Secretary of any change of address, in order that we may keep our files corrected to the minute.

PRIZES AWARDED

June 7, 1932

Bronx County Pharmaceutical Association Prize
awarded to Leon H. Brenner

Westchester County Pharmaceutical Association Prize
awarded to Rocco DeRose

Dr. George Hohmann Memorial Medal
awarded to Morris Schwartz

Alumni Prize
awarded to Victor Emanuel Sciacca

German Apothecaries' Society Prize
awarded to Victor Emanuel Sciacca

Membership in New York Pharmaceutical Association
awarded to Victor Emanuel Sciacca

Peter Diamond Memorial Medal
awarded to Joseph Ignatius Ryan

PART V

CATALOGUE
GRADUATE SCHOOL
TEACHERS COLLEGE
SCHOOL OF BUSINESS
FORDHAM COLLEGE
(MANHATTAN DIVISION)

FORDHAM UNIVERSITY

ANNOUNCEMENT OF COURSES

GRADUATE SCHOOL
TEACHERS COLLEGE

1933-1934

THE FORDHAM UNIVERSITY PRESS
233 BROADWAY NEW YORK, N. Y.
FALL 1933

TABLE OF CONTENTS

INTRODUCTION PAGE

Faculty 6
History of University 10
Registration and Fees 12

GRADUATE SCHOOL

Admission and Registration 15
General Requirements for Degrees 16
The Master's Degree 18
The Doctor's Degree 18

TEACHERS COLLEGE

Entrance Requirements 20
Requirements for B.S. and B.S. in Education 22

COURSES OF INSTRUCTION

Art 25
Biology 28
Chemistry 33
Education 40
English 61
French 72
German 79
History 83
Irish 91
Italian 92
Latin 93
Mathematics 95
Philosophy 97
Physics 107
Political Philosophy 110
Psychology 121
Religion 129
Science 130
Spanish 132

1933

JULY

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AUGUST

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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	..	..	..	..	..	..

OCTOBER

..	1	2	3	4	5	6
7	8	9	10	11	(12)	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	..	..	..
..	..	..	..	..	..	..

NOVEMBER

..	..	..	..	1	2	3
4	5	(6)	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	..
..	..	..	..	..	..	..

DECEMBER

..	..	..	..	..	..	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	(25)	26	27	28	29
30	31	..	..	..	..	..

ACADEMIC CALENDAR

1933-1934

1933

Sept. 18–27.....Registration for Teachers College.
Sept. 25–27.....Registration for Graduate School.
Sept. 27.....An additional fee of $5.00 will be charged a student registering after September 27.
Sept. 28.....Opening of classes for Graduate School and Teachers College.
Oct. 4.....No late registration after this date.
Oct. 7.....Last day for payment of first-term fees.
Oct. 11.....No change of course after this date.
Oct. 12.....Holiday. No classes.
Nov. 1.....Holyday. No classes.
Nov. 7.....Holiday. No classes.
Nov. 30–Dec. 3. Thanksgiving recess. No classes.
Dec. 8.....Holyday. No classes.
Dec. 9 and 16. M.A. Comprehensive examinations.
Dec. 23–Jan. 2. Christmas recess. No classes.

1934

Jan. 3.....Classes resumed.
Jan. 20–27.....Examinations—Graduate School and Teachers College.
Jan. 29–31.....Registration for second semester classes, Graduate School and Teachers College.
Jan. 31.....An additional fee of $5.00 will be charged for a student registering after January 31.
Feb. 1.....Second semester classes begin for Graduate School and Teachers College.
Last day for payment of second-term fees.
Feb. 7.....No late registration after this date.
Feb. 10, 17, 24..Doctorate Comprehensive Examinations.
Feb. 12.....Holiday. No classes.
Feb. 14.....No change of course after this date.
Feb. 22.....Holiday. No classes.
Mar. 15.....Last day for filing dissertations for June graduation.
Mar. 29–Apr. 8. Easter recess. No classes.
Apr. 9.....Classes resumed.
Apr. 14 and 21. M.A. Comprehensive examinations.
May 10.....Holyday. No classes.
May 19–26.....Examinations for Graduate School and Teachers College.
June 9, 16, 23...Doctorate Comprehensive Examinations.
June 13.....Commencement.

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Lucienne Van de Caveye	*French*
Frank D. Whalen, Ph.D.	*Education*
Max S. Wilkes	*Art*
Samuel Withers, M.A.	*Education*
Leo K. Yanowski, Ph.D.	*Chemistry*
Rev. Demetrius B. Zema, S.J.	*History*

HISTORY OF THE UNIVERSITY

Fordham University, the largest Catholic educational institution in the country, is situated at the northern extremity of New York City on the lines of the New York Central Railroad, Harlem Division, about nine miles from the Grand Central station, and in direct communication with all parts of Greater New York by elevated and subway lines, having the Fordham University station of the Interborough Rapid Transit at the gate. To the north and east of the University's seventy-five acres of ground, a series of splendid municipal parks stretch for miles, and in close proximity to the campus are the sections devoted to the great botanical and zoölogical gardens.

The University began as St. John's College, Fordham, on June 24, 1841. On that date it was formally opened by the Right Reverend John Hughes, D.D., then Coadjutor-Bishop of New York, and later its first Archbishop, and the Reverend John McCloskey, subsequently Bishop of Albany, Archbishop of New York and the first American Cardinal, was appointed President. The college opened in September with six students.

The property, when purchased by Bishop Hughes in 1839, was known as Rose Hill Manor, one of several estates or farms which, prior to their division, were known as Fordham Manor. Fordham, with the rest of Westchester County, was once a portion of the domain ruled by the chiefs of the Mohegans, from whom it was purchased by the Dutch and from the heirs of the Dutch owners by John Archer in 1669. Four years later, in 1673, Governor Francis Lovelace granted the Manor of Fordham to the same John Archer. The new manor is described in this document of transfer as "upon the main continent, situate, lying and being to the eastward of Harlem River, near unto ye passage called Spiting Devil upon which ye New Dorp or Village is erected known by the name of Fordham."

During the interval of more than one hundred and fifty years from this date (1673) to the purchase by Bishop Hughes in 1839, the original manor was divided into several farms and passed through the hands of many owners. The portion which is now the University property was known as Rose Hill, a name which clung to the College for many years and by which its athletic teams were always known.

The property was purchased by Bishop Hughes in 1839 for a seminary for his diocese, but arrangements for a college, independent of the seminary, were made at the same time and the first classes were opened in September, 1841, with six students. The seminary, which had been established at Lafargesville, Jefferson County, New York, in 1838, was moved and established at Fordham in 1841, under the patronage of St. Joseph. In 1845, St. John's Hall and Church were built, the former as a seminary for the education of priests for the Diocese of New York, the latter as the seminary chapel. The square one-story stone building to the southwest of the Hall, which bears the date of 1840, appears to have been built for the use of a few theological students while the seminary building was in course of erection.

In April, 1846, St. John's was raised by the Legislature to the dignity of a university and placed by Bishop Hughes under the direc-

tion of the Jesuits who had come from St. Mary's, Kentucky, at his invitation and had purchased the college property. The seminary remained the property of the Diocese, with the Jesuits as teachers. At the same time the scholastics of the Society of Jesus were trained in philosophy and theology in a building separate from the one occupied by the diocesan seminarians. When the seminary was removed to Troy, New York, the buildings and ground were sold to the Jesuits.

During the period from 1841 to 1846, there were three presidents of St. John's, the Reverend John McCloskey, later Bishop of Albany, the second Archbishop of New York and the first American Cardinal; the Reverend John Harley; and the Reverend James Roosevelt Bayley, afterwards Bishop of Newark, New Jersey, and later Archbishop of Baltimore. The college had flourished and advanced, and many improvements had been made in grounds and buildings.

The first Jesuit President was the Reverend Augustus Thebaud. Since his presidency in 1846 there have been twenty presidents, under whom the college has grown into a university with its several departments, and from scarcely a hundred students to nearly ten thousand.

In 1905, the corporate name was changed to Fordham University, the collegiate department retaining the old name, St. John's College, which in 1931 was changed to Fordham College, and the Law and Medical Schools were established. The latter was closed in 1921 for lack of the necessary endowment. In 1911, the College of Pharmacy was opened; in 1916, the Graduate School and the School of Sociology and Social Service, and later on the Manhattan Division of the Undergraduate Department, and the School of Business. A Summer School was opened in 1918 in the Woolworth Building and in 1919 transferred to the campus at Fordham, where it still continues its sessions, increasing from forty students in its initial year to over 1,200 in 1931. In 1928, the Summer School at the Catholic Summer School, Cliff Haven, New York, was taken over by Fordham University. In 1928 and 1929, various centers for the Teachers College were opened in Westchester, Staten Island and New Jersey.

The offices of Fordham College, the College of Pharmacy, the Bronx Division of the Law School, and the Summer School, are at Fordham Road and Third Avenue, Bronx, New York; the address of the Graduate School is 748 Woolworth Building; of the Teachers College is 736 Woolworth Building, 233 Broadway, New York City; of Fordham College (Manhattan Division) and the School of Business, 750 Woolworth Building; of the School of Law, 2851 Woolworth Building; and of the School of Sociology and Social Service, 803 Woolworth Building.

SYSTEM OF EDUCATION

The educational system of Fordham University is substantially that of all other educational institutions of the Society of Jesus. Those who are desirous of making either a scientific or historical study of that system have abundant sources of information in the following works: *Monumenta Germaniæ Pedagogica,* Vols. II, V, IX, XVI; *Un Collège de Jésuites,* par C. de Rochemonteix, S.J. For a shorter commentary on the Ratio Studiorum, the reader is referred to *Jesuit Education* by Robert Swickerath, S.J.

GENERAL STATEMENT

COURSES

Courses are offered in Art, Biology, Chemistry, Education, English, French, General Science, German, History, Irish, Italian, Latin, Mathematics, Philosophy, Physics, Political Philosophy, Religion, and Spanish.

LOCATION

Classes are held in the Woolworth Building (designated by the letter "W" before room numbers), except for a few courses offered in the Biology Hall on the uptown campus (designated by the letter "F" before room numbers). Science lectures and laboratory assignments are given in the Biology, Chemistry and Physics buildings uptown.

REGISTRATION

General registration for all courses may be completed at the downtown offices of the University, 7th floor, 233 Broadway, New York City. Students may register for courses offered in the various centers, maintained under the direction of the University, at center headquarters. Registration should be completed within the days assigned.

Checks should be made payable to Fordham University.

FEES AND EXPENSES:

Rules of the University prescribe that registration, tuition and laboratory fees are payable before attendance at any lecture or laboratory period, unless other arrangements have been made with the Bursar.

In the first semester, payment of course fees and laboratory fees may be deferred until October 7.

No student will be admitted to class, however, without a class-admission card stamped by the Bursar. Even in cases where special arrangements have been made with the Treasurer of the University, or where students take advantage of the extension of time for paying fees (October 7), the University fee of five dollars must be paid before the student goes to class.

All fees are subject to change at the discretion of the Trustees of the University.

No consideration will be given to applications for refunds unless the student has given notice to the Registrar (either of Teachers College or of the Graduate School) of withdrawal from a course. No fee paid or any portion thereof is returnable upon a student's withdrawal from the University. Where illness, physical disability, or any extraordinary circumstances require a student to leave, he may file with the Bursar a written statement of the causes of such withdrawal, accompanied by a statement from the registrar giving the date of withdrawal. The "date of withdrawal" is the date on which the student

has actually notified the Registrar. Thereupon, the University will take under consideration the equities of the case; but in no event will any registration fee be returned. There will be no refund for withdrawals after the eighth week.

The fees:

1. Graduate School:

(a) University fee (for all students), payable at each registration ..... $ 5.00

N.B.—Graduate students, working *in absentia* on their dissertation, must be registered for each session (Fall and Spring) from the completion of their last course in residence to the acceptance of their dissertation.

(b) Late registration fee as noted in calendar 5.00

(c) Tuition per 30-hour (*i.e.*, 2-point course) 15.00

N.B.—For students whose graduate work was begun before September 1, 1931.

(d) Tuition:

Master's degree (30 points) 250.00
Doctor's degree (30 points) 250.00
Master or Doctor's degree in Biology, Chemistry or Physics 300.00

N.B.—(1) Effective for all students who began their candidacy for a graduate degree after September 1, 1931, the sum of $250 or $300 is payable in installments, depending upon the number of points taken at each registration.

(2) Students who receive advance credit will not be exempted from any part payment of the flat fee.

(3) Tuition for courses required over and above the minimum of 30 points will be $7.50 per point.

(e) Fees for examinations:

Master's—Comprehensive and reading of dissertation 25.00
Doctor's—Comprehensive, reading of dissertation and final oral examination 50.00

Each candidate on each occasion when he presents himself for a degree must pay the usual charges noted in our catalogue for such examinations. For example, a candidate whose dissertation has been rejected must, on the second presentation of his dissertation, pay the full examination fee a second time.

N.B.—This fee is collected when the series of examinations begin.

(f) Fee (required) for binding three copies of dissertation 5.00

(g) Diploma fee:

Master's 15.00
Doctor's 25.00

(h) Special fees for certain Science and Art courses are stated under each department.

2. Teachers College:

(a) University fee (for all students), payable at each registration	5.00
(b) Late registration fee as noted in calendar	5.00
(c) Tuition, per point	7.50
(d) Diploma fee	15.00

(e) Special fees for certain Science and Art courses are stated under each department.

3. Non-matriculated Students:

(a) University fee, payable at each registration	5.00
(b) Tuition, per point	7.50

GRADUATE SCHOOL

VERY REV. ALOYSIUS J. HOGAN, S.J., Ph.D. . *President*
REV. LAWRENCE A. WALSH, S.J. . . . . *Dean*
JOHN J. PROPST, A.B. . . . . *Registrar*

INTRODUCTION AND PURPOSE

In the Graduate School, students who have received the Bachelor's degree from any approved college, seminary or scientific school may follow advanced courses of study leading to the degree of Master of Arts or Science (M.A., M.S.). Students who have received the degree of Master of Arts or Science from any approved college or university may follow advanced courses of study leading to the degree of Doctor of Philosophy or Science (Ph.D. or D.Sc.).

The lectures in the various branches of philosophy, history, literature and science should appeal especially to young priests, lawyers, doctors, journalists and educators who find time to pursue higher studies along the lines of their previous college work. The courses in the Department of Education are intended for those desirous of obtaining credits for licenses or promotion and also for graduates specializing in pedagogy.

GENERAL REGULATIONS FOR GRADUATE STUDENTS

Admission: *Students seeking admission to the Graduate School should present from the institution at which their undergraduate work was completed a recommendation which will allow the Committee on Admissions to consider the applicant as capable of pursuing higher studies with profit to himself and with honor to the University.*

All members of religious communities must, in addition to the above, bring an official statement showing that their religious superiors have recommended them for study in a particular Department of the Graduate School.

Admission to the Graduate School does not necessarily imply candidacy for a degree, but does imply that the student possesses the ability to pursue with profit the work he undertakes.

Registration: Applicants for graduate degrees should have forwarded to the Registrar, from the institution at which they completed their undergraduate work, a transcript of the Bachelor's record, and, if they are applicants for the degree of Ph.D., a transcript of the work done for the M.A. All records and credentials become the property of the University. This requirement should be satisfied before the expiration of the first month of the first semester of work within the University. Until such records have been authenticated to the satisfaction of the Registrar and formally accepted by him, the student remains only provisionally matriculated.

Under no circumstance will any student be allowed to pursue his work in any department beyond the expiration of the first semester on the basis of provisional matriculation, nor will any credits obtained while the student is only provisionally matriculated be certified by the Registrar for use at any other institution.

Absences: Only four hours absence is allowed in a thirty-hour course. Those who exceed the four hours, unless excused by the Dean, will be barred from the examination at the end of the session and must repeat the course to obtain credit. Those who wish to have absences excused because of sickness must present a doctor's certificate to the office as soon as they return to class. No one will be admitted to a lecture after the bell has rung. Those who come late and thus miss the first part of the lecture will be admitted for the second part.

Those who are absent from examinations, unless excused by the Dean, are automatically conditioned. They must take their examination at the time of the re-examinations and are subject to the regulations governing these examinations.

Examinations: To obtain credit for any course, a written examination must be passed at the end of the session. The passing mark is 65%. A mark between 50% and 65% means that the student is conditioned in the subject and must take a re-examination. A mark below 50% is a failure and the student must repeat the course to obtain credit.

Re-examinations: Re-examinations are held on a date announced during each session. These examinations are held for those who were conditioned in the term examinations, either because they failed to obtain the passing mark or because they were absent from examinations without an excuse, and for those whose examinations were postponed by the Dean. Except in the case of those whose examinations were postponed by the Dean, the only mark that will be given for a re-examination is "passed" or "failed" indicated by "P" or "F." All who take examinations at the time of re-examinations, for any reason whatever, must pay a fee of three dollars.

DATES FOR CONFERRING DEGREES

The graduate degrees which will be conferred in October, 1933, will be the last graduate degrees conferred in October of any year. Thereafter, all graduate degrees will be conferred either in June or in February of each year. No graduate degree will be conferred at any other time in any year. The next graduate degrees to be conferred after October, 1933, exclusive of those graduate degrees conferred in June of each year, will be conferred in February, 1935.

GENERAL REQUIREMENTS FOR ALL GRADUATE DEGREES

NOTE: (1) All recommendations for the higher degrees must originate with the members of the Faculty under whose special supervision the candidate has been pursuing his work. (2) The requirements hereinafter specified must be regarded as minimum requirements only. (3) The right remains with the Dean and the Departmental Committee to refuse a student his final examination and his degree.

1. The applicant for any higher degree must be a duly registered student of this University.

2. All applicants are required to complete *at least one year of residence* previous to the final examination for any degree at this University. To be regarded as in residence, a student must be in regular attendance on the exercises in some approved course of studies. No aggregate of Summer Sessions will satisfy this requirement.

No work *in absentia* will be accepted for any degree in the Graduate School, with the exception of work on the Dissertation for the Doctorate.

3. Candidates must choose one Department for their major study, a division of that department as their field of specialization and if they desire they may, with the approval of their Mentor, choose one minor outside the major field. The graduate student will generally register with definite ideas both as to the department, *e.g.,* Education, and as to the definite division of the department, *e.g.,* Psychology of Education, in which he expects to do his major work and write his Dissertation. He will then apply directly to the Head of the Division for instruction and advice. If the candidate does not feel sure in which particular division he can do his best work, let him consult the Dean or any member of the Faculty Committee in his chosen department. The head of each division is the official Mentor of all students in the division unless, with the Dean's approval, a special Mentor is appointed.

4. The field and subject-matter of the applicant's courses, having been approved by the Mentor, shall remain unchanged throughout the entire time spent by the applicant in fulfilling the requirements for his degree, except with written approval of the Dean.

5. No graduate student in any department may submit for either Major or Minor credit any course for which he has failed to secure, in advance of attendance on such course, the formal written approval of his Mentor. All graduate students are, therefore, advised that their registration and approval cards, as well as any subsequent changes therein, should be made out only after consultation with the Mentor.

6. All students of the Graduate School are warned that under no circumstances will graduate credit be accorded for graduate courses which have been listed on "Non-Matriculated" registration cards, unless such courses have been formally authorized by the signature of the Mentor.

7. Advanced Credit: Courses (not to exceed eight semester hours) completed in other Universities may be accepted as advanced credit when these courses are in substance the equivalent of courses in Fordham University from which the student seeks to be excused.

(a) Advanced credit is only potential until all requirements are completed at Fordham University.

(b) Advanced credit for courses taken elsewhere does not excuse the student from any part of the Comprehensive Examinations nor from the flat rate of tuition set by the University for the minimum requirements for graduate degrees.

8. After all course requirements have been satisfied, applicants for graduate degrees are admitted to the Comprehensive Examinations only with the written approval of their Major professor and the Dean, which may be refused unless all the regular courses have been passed with a general average of "C" (75%). Applicants so admitted must take *all* Comprehensive Examinations submitted by their Department.

9. All Comprehensive Examinations are to be conducted as a unit. A failure in one part of the chosen field will require a complete re-examination in all parts of the chosen field.

10. Neither the completion of a given number of courses nor the satisfactory acquisition of any fixed number of credit points in the work of a Department insures *ipso facto* admission to formal candidacy for a graduate degree. The sole determinant of fitness for such candidacy is in every case the concurring judgment of the Dean and the Faculty of the Department as to the scholarly attainments of the prospective candidate, based upon their continuing contacts with such candidate and the results of course and comprehensive examinations. It clearly follows, therefore, that the designated points of credit for a graduate degree represent merely a convenient theoretical minimum which, on the basis of past experience, should qualify a properly equipped and diligent candidate.

11. Candidates for graduate degrees in June and February must submit the copies of the dissertation to their Mentor so that he may approve and present them to the Dean for the Board of Examiners not later than March 15 and November 1.

12. The length of time allowed to any candidate for work for a graduate degree is limited to five calendar years. These five calendar years are to be counted from the date of first registration even though a student may have withdrawn for several semesters.

GENERAL REQUIREMENTS FOR MASTER'S DEGREE

1. Candidates for the Master's Degree must, within three months after their first registration, give evidence, either written or oral, of their ability to read and translate literature, especially that of their Major work, in French or German.

2. Candidates are required to complete successfully at least 30 semester hours of work, arranged with the advice of their Mentor. Written examinations in each course will be required of the candidate. This minimum of 30 semester hours must include at least one 30-hour seminar in the field associated with the Major work.

3. In all Departments, this minimum of 30 semester hours must include 60 hours of the courses, Fundamentals of Scholastic Philosophy, as a minor field of study. Those who have successfully completed sufficient undergraduate courses in Scholastic Philosophy before the candidacy for the Master's degree may be excused from this requirement.

4. All candidates for the Master's degree must take the Comprehensive Examination.

5. All candidates who have successfully passed the Comprehensive Examination are obliged to attend the Dissertation Seminar wherein the student's paper is prepared under the observation of the Faculty Committee. This is a 60-hour course and is not to be included in the minimum number of thirty required points. Students may enter this seminar at the beginning of the Spring Term.

6. All candidates are required to present a dissertation of 8,000 to 10,000 words, which must be approved by the Mentor and accepted by three of the four examiners.

GENERAL REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

1. Candidates for the Degree of Doctor of Philosophy must, within three months after their first registration, give evidence, either written or oral, of their ability to read and translate literature, especially that of their Major work, in French and German.

2. Candidates are required to complete successfully at least 30 semester hours of work, arranged with the advice of their Mentor. Written examinations in each course will be required of the candidates. This work is in addition to the course work for the Master's degree. This minimum of required semester hours must include at least 30 hours of seminar study in the field associated with the Major work in addition to the 30 hours taken toward the Master's degree.

3. In all Departments, this minimum of 30 semester hours must include 60 hours of the courses, Fundamentals of Scholastic Philosophy, as a minor field of study. Those who have successfully completed sufficient courses in Scholastic Philosophy before the candidacy for the Master's degree may be excused from this requirement.

Candidates who have already taken 60 hours of Fundamentals of Scholastic Philosophy for the Master's degree, must take for the degree of Doctor of Philosophy the complementary course of 60 hours in Fundamentals of Scholastic Philosophy.

4. All candidates for the degree of Doctor of Philosophy must take the Comprehensive Examination.

5. All candidates who have successfully passed the Comprehensive Examination are obliged to attend the Dissertation Seminar wherein the student's paper is prepared under the observation of the Faculty Committee. This is a 60-hour course and is not to be included in the minimum number of thirty required points. Students may enter this seminar at the beginning of the Spring Term.

6. All candidates are required to present a dissertation of 18,000 to 25,000 words, which must be approved by the Mentor and accepted by three of the four examiners.

7. All candidates must take an oral examination in the general field of their work and in the specific subject treated in the dissertation.

THE DISSERTATION

Two copies of all dissertations must be submitted for the Board of Examiners.

When the dissertation has been accepted by the Board of Examiners, three copies, two of which must be original copies, must be submitted for the University Library.

All copies of the dissertation must be typewritten on standard dissertation paper on sale at the University Book Store in the Woolworth Building and at the University Library uptown.

All copies of the dissertation must conform in every detail to the Model Pages of a Dissertation, copies of which may be obtained with the dissertation paper.

TEACHERS COLLEGE

VERY REV. ALOYSIUS J. HOGAN, S.J., Ph.D. . . *President*
REV. JOSEPH A. LENNON, S.J. . . . . *Dean*
JOHN J. O'CONNOR, M.A. . . . . *Registrar*
THOMAS F. MAHER, A.B. . . . . *Assistant Registrar*

GENERAL STATEMENT

In co-operation with the other schools and departments of the University, the Teachers College, chartered and approved by the New York State Board of Regents, offers training courses for Supervisor, Principal and Assistant-to-Principal in the city school system, and academic and professional preparation for teachers in colleges, normal schools, high schools, vocational and elementary schools. Through the same co-operation, the School of Education also affords opportunity to follow courses leading to academic degrees and certificates.

GENERAL ENTRANCE REQUIREMENTS

Candidates for admission to the Freshman Class must present evidence of their graduation with diploma from a four-year high school course in a school accredited by the New York State Regents. They must also submit a detailed record of their high school work. This record must represent at least 15 units distributed over four full years, and must be accompanied by a certification by the principal that the student is qualified for higher studies. It is expected that such certification will not be given to those who have received a grade of less than 75% in their high school course. Students must also furnish certificates of good moral character, and of honorable withdrawal from the school they last attended.

A unit is the value given to a study which is pursued 5 periods a week for approximately 45 minutes for each period, for 38 weeks (190 school days) and involving an equal amount of time in preparation outside of the classroom.

The credits offered for entrance into the regular Freshman class must include the following subjects:

English ..... 3 or 4 units
Algebra ..... 2 or 1 unit
(at least through quadratics)
Plane Geometry ... 1 unit
Foreign Language.. 2 or 3 units
History ..... 1 unit

The remaining units may be made up from any standard high school subjects.

CLASSIFICATION OF STUDENTS

High school students who have successfully completed the regular requirements for college entrance may be admitted. It is not the policy of the University, however, to admit students who are able to attend regular full-time college courses.

A limited number of persons who do not fulfil the requirements for matriculation may be admitted as special students.

Candidates for the degree of Bachelor of Science must satisfy the residence requirement of one year by the completion of thirty-two

points. This requirement may be met by attendance during one academic year, or any two half-years, or by attendance upon residence courses distributed over a period of part-time study not exceeding five years.

Students, who, at the beginning of any session, are within twelve points of fulfilling the requirements for the Bachelor's degree will be permitted to pursue courses, called graduate and undergraduate, not, however, in excess of four points, with a view to offering them in partial fulfillment of the requirement for residence for a second degree; if within eight points, courses not in excess of eight points; if within four points, not in excess of twelve. Should such a student afterwards desire to matriculate for the degree of Master of Arts or Master of Science, the graduate courses previously taken by him under this provision will be accepted in partial fulfillment of the residence requirement for the Master's degree, provided the requirements for this degree are completed within a period of five years.

ADMISSION TO ADVANCED STANDING

A candidate for admission to advanced standing from other institutions of collegiate rank must present, first, a catalogue of the college from which he comes, and, second, an official certificate showing his entrance credits at that institution and his college record in each subject taken.

No one will be admitted under any circumstances to a standing higher than that represented by the completion of the Junior year.

GENERAL REGULATIONS

Absences: Only four hours absence is allowed in a thirty-hour course. Those who exceed the four hours, unless excused by the Dean, will be barred from the examination at the end of the session and must repeat the course to obtain credit. Those who wish to have absences excused because of sickness must present a doctor's certificate to the office as soon as they return to class. No one will be admitted to a lecture after the bell has rung. Those who come late and thus miss the first part of the lecture will be admitted for the second part.

Those who are absent from examinations, unless excused by the Dean, are automatically conditioned. They must take their examination at the time of the re-examinations and are subject to the regulations governing these examinations.

Examinations: To obtain credit for any course, a written examination must be passed at the end of the session. The passing mark is 65%. A mark between 50% and 65% means that the student is conditioned in the subject and must take a re-examination. A mark below 50% is a failure and the student must repeat the course to obtain credit.

Re-examinations: Re-examinations are held on a date announced during each session. These examinations are held for those who were conditioned in the term examinations, either because they failed to obtain the passing mark or because they were absent from examinations without an excuse, and for those whose examinations were postponed by the Dean. Except in the case of those whose examinations were postponed by the Dean, the only mark that will be given for a re-examination is "passed" or "failed" indicated by "P" or "F." All who take examinations at the time of re-examinations, for any reason whatever, must pay a fee of three dollars.

Program: All matriculated students must secure a booklet containing an outline of the courses they are to follow in order to secure their degree. The program outlined in the booklet must be followed exactly. No credit will be given for courses not listed in the student's program, unless the Dean has granted written permission to make a substitution.

Matriculated students will receive no credit for courses taken in other institutions unless they have received written permission from the Dean of Teachers College to take such courses.

New Students: To avoid delay at registration time, new students are urged to have their credentials in the Registrar's office several weeks before registration begins. New students for Teachers College should have certified to the Registrar an official record of high school work, as well as an official transcript of any POST-HIGH SCHOOL work.

REQUIREMENTS FOR B.S.

Apologetics	8
Economics	4
English	14
History	12
Modern Language	8
Philosophy	32
Public Speaking	2
Science	16
*Electives	34
	130

REQUIREMENTS FOR B.S. IN EDUCATION

GROUP I

General Academic or Cultural Subjects

Economics	4
English	14
History	8
Modern Language	6
Mathematics	2
Philosophy	16
Science	6
Electives*	32
	88

GROUP II

Educational Subjects

History of Education	4
Principles of Education	4
Educational Psychology	4
Educational Measurements	4
Educational Administration	2
Extra-Curricular Activities	2
Methods	6
Electives**	14
	40

Total credits for B.S. in Education 128

* Electives in the Cultural group are to be chosen, with the advice and consent of the Dean, from the student's major and minor fields.

** Electives in the Educational group are to be chosen, with the advice and consent of the Dean, from the following:

1. Psychology, Philosophy or Principles of Education, *e.g.*, Educational Measurements, Science of Education, Psychiatry, Mental Hygiene, Child Development and Inheritance, Formative Principles of Character, etc.
2. History and Methods of Education.
3. School Management and Administration.
4. Supervised Observation and Practice Teaching.

COURSES OF INSTRUCTION

PLEASE NOTE

Fordham University reserves the right to withdraw any course if, in the discretion of the Dean, registration does not warrant its continuance.

Courses are divided as follows:

1. UNDERGRADUATE (Courses numbered from 1 to 99).
   These courses are, in general, elementary and may not be offered in fulfilment of the requirements for higher degrees. No candidate for a Bachelor's degree may take the subjects of study in Group 2 until all required subjects in Group 1 have been satisfactorily completed.
2. UNDERGRADUATE AND GRADUATE (Courses numbered from 100 to 199).
   These courses are primarily intended for students who hold a first degree, but are open to undergraduates who have completed all prescribed work.
3. GRADUATE (Courses numbered from 200 to 299).
   These courses are restricted to such graduate students as are qualified to pursue the work to advantage.
4. SEMINARS (Courses numbered above 300).
   These courses are open only to graduate students, and should be selected to meet the requirements of the student's major concentration.

In registering for a course given through both semesters, registration is necessary both in September and in February. Use the proper number each time.

Students may enter 60-hour (4-point) courses at the start of the second semester with the advice of the professor in charge of the course.

ART

Methods and content with studio practice of teaching art in the elementary grades and in the junior and senior high schools.

The courses stress the following:

1. *Scientific Factors*—dealing with principles of perspective; color theories; light and shade—shadows; principles of design; science of anatomy; mechanical drawing.
2. *Techniques:* Pencil, pen and ink, water color, charcoal, pastel, block printing, soap sculpture.
3. *Educational Theory:* Courses of study for elementary and secondary schools; principles of education as applied to the arts; emphasis on objectives, values, classroom practice, etc.
4. *The History and Appreciation* of the plastic and graphic arts, architecture, sculpture and painting, and the minor arts.
5. *Methodology:* Planning and presenting of individual lessons; exercises, devices, etc.

A set of printed notes is given to each student.

ART 101 a.—Freehand Drawing, I. (1 point.)

The course consists of: (1) line drawings directly from objects; (2) line drawings from memory and imagination; (3) perspective principles; (4) construction elements; (5) accenting and artistic rendering; (6) grouping for composition; (7) study of line drawings by the masters; (8) lesson planning and teaching devices; (9) a graded course of study.

Saturday, 9.30-10.30, W. 780. MAX S. WILKES, M.A.
First Semester.

Fee, $12.00.

ART 101 b.—Freehand Drawing, II. (1 point.)

The course consists of a study of: (1) light and dark and light and shade; (2) modeling in tones of two, three and more values to give drawings an appearance of relief and volume; (3) composition and expression; (4) texture; (5) pencil, pen, charcoal and lithographic crayon; (6) review of principles of perspective and construction.

Saturday, 9.30-10.30, W. 780. MAX S. WILKES, M.A.
Second Semester.

Fee, $12.00.

ART 102 a.—Art Structure and Design, I. (1 point.)

This will consist in: (1) carrying out definite design projects dealing with the home, commerce, industry, etc.; (2) the study and application of the principles governing the use of line, light and dark and color in interesting and expressive arrangements—abstract, geometric and naturalistic; (3) the use of ink, crayon, charcoal and tempera colors; (4) classroom practice and lesson planning.

Saturday, 10.35-11.35, W. 780. MAX S. WILKES, M.A.
First Semester.

Fee, $12.00.

ART 102 b.—Art Structure and Design, II. (1 point.)

Continued study of design both flat and structural, with special emphasis upon the poster, book illustration and elementary mural decoration suitable for children.

Saturday, 10.35-11.35, W. 780. MAX S. WILKES, M.A.
Second Semester.

Fee, $12.00.

ART 109.—Survey of Art Education. (2 points.)

For all interested in teaching or in securing licenses to teach art. This course covers the subject very adequately.

Wednesday, 4.15-6, W. 780. MAX S. WILKES, M.A.
Either Semester.

Fee, $20.00.

ART 113.—Water Color Painting. (2 points.)

Saturday, 1.30-3.30, W. 780. MAX S. WILKES, M.A.
First Semester.

Fee, $20.00.

ART 111.—Figure Drawing. (2 points.)

Drawing from cast in charcoal. Study of anatomy. Figure composition. Pencil, brush and pen.

Saturday, 1.30-3.30, W. 780. MAX S. WILKES, M.A.
Second Semester.

Fee, $20.00.

ART 121 a.—Art History and Appreciation, I. (1 point.)

By periods: (1) prehistoric and primitive; (2) Egyptian; (3) Assyrian and Babylonian; (4) Greek; (5) Roman; (6) early Christian and Byzantine, Oriental; (7) Romanesque and Gothic, æsthetic and human values. Study of prints.

Saturday, 11.40-12.40, W. 780. MAX S. WILKES, M.A.
First Semester.

Fee, $12.00.

ART 121 b.—Art History and Appreciation, II. (1 point.)

(1) Italian Renaissance—Florence, Siena, Venice, Rome, etc.; great personalities; (2) Flanders, France and Germany; (3) Holland and Spain; (4) England and America; (5) Nineteenth Century France; (6) modern and contemporary art; (7) estimates in art.

Saturday, 11.40-12.40, W. 780. MAX S. WILKES, M.A.
Second Semester.

Fee, $12.00.

ART 123.—The Development of Art. (2 points.)

This course is designed to provide a critical understanding of (a) the so-called elements of art; (b) the development of theories and movements in art; (c) the significance of certain works of art. Emphasis is placed upon the influence of the Church in the creation of works of art.

Tuesday, 4.15-5.55. JOSEPH S. HAUSER, M.A.
Either Semester.

Fee: Regular fee according to points.

ART F 101.—Freehand Drawing and Design, I. (2 points.)

Drawing consists of (1) line drawings directly from objects; (2) line drawings from memory and imagination; (3) perspective principles; (4) construction elements; (5) accenting and artistic rendering; (6) grouping for composition; (7) study of line drawings by the masters; (8) lesson planning and teaching devices; (9) graded courses; (10) blackboard demonstration drawing.

Design consists of (1) definite projects and problems dealing with the home, commerce, industry, etc.; (2) the study and application of the principles governing the use of line, light and dark and color in interesting and expressive arrangements, abstract, geometric and naturalistic; (3) the use of ink, crayon, charcoal and tempera colors; (4) classroom practice and lesson planning; (5) art appreciation, picture study.

The course is especially designed to help those preparing to teach, for teachers in the regular grades, for kindergarten and special teachers.

A set of printed notes will be given to each student.

Tuesday, 4-5.45, Biology Hall 25. MAX S. WILKES, M.A.
First Semester.

Fee, $20.00.

ART F 102.—Freehand Drawing and Design, II. (2 points.)

The course consists of a study of (1) light and dark and light and shade; (2) modeling in tones of two, three and more values to give drawings an appearance of relief and volume; (3) composition and expression; (4) texture; (5) pencil, pen, charcoal and lithographic crayon; (6) review of principles of perspective and construction.

Art structure and design will consist in carrying out definite design projects both flat and structural with special emphasis upon the poster, book illustration and elementary mural decoration suitable for children.

A set of printed notes will be given to each student.

Tuesday, 4-5.45, Biology Hall 25. MAX S. WILKES, M.A.
Second Semester.

Fee, $20.00.

For further particulars, communicate with:

MAX S. WILKES

Riverdale-on-Hudson, New York, N. Y.

6151 Tyndall Avenue Telephone, KIngsbridge 6-3281

BIOLOGY

Head of Department: Rev. Joseph Assmuth, S.J., Ph.D.

NOTE: Classes in Biology, with the exception of BIO. 11 and 12, are held in the Biology Hall on the Uptown campus, Fordham Road entrance.

UNDERGRADUATE COURSES

BIO. 11.—Botany. (2 points.)

A lecture course embracing the fundamental principles of biology, the classification, morphology—external and internal, tissues, tissue systems, and the physiology of plants.

Friday, 4-6. Rev. Edmund J. Burke, S.J.
First Semester.

Saturday, 10.50-12.30.
Second Semester.

BIO. 12.—Zoölogy. (2 points.)

A lecture course treating of the origin, classification and distribution of animals; the development of the ovum; the differentiation of tissues; parthenogenesis; heredity; evolution; Darwinism; mutation theory; transformism; Catholics and evolution.

Friday, 4-6. Rev. Edmund J. Burke, S.J.
Second Semester.

Saturday, 10.50-12.30.
First Semester.

BIO. 13 - 14.—General Biology. (4 points.)

This course treats with the fundamental principles of biology. It includes the structure and composition of plants and animals with a complete study of the functions of living things; relations between animals and plants; the organism. The laboratory work will include study and dissection of plants and lower animals. This course is of great help to the secondary school teacher. The Regents' examinations will be discussed.

Given in Summer, 1934. Mark T. Crowley, Ph.D.

BIO. 15 - 16.—History of Living Things. (4 points.)

Fundamental astronomy, geology and biology, dealing with the logical theories of the origin of the globe, rocks and fossils. Animals and plants of the past and present, environment and conditions that caused and are causing the extinction of many species of animals and plants. "The phylogenetic series" and its weight as a rational scientific theory. The animals of to-day and their place in nature in relation to man.

Not given 1933-34. Mark T. Crowley, Ph.D.

BIO. 21 - 22.—History of Biology. (4 points.)

Earliest biological records: the Bible, the Egyptians, Aristotle; 384 B.C. down to the present day. Phases of biological study and development, and conditions responsible. The important part played by Catholic biologists in the advancement of knowledge.

Not given 1933-34. MARK T. CROWLEY, Ph.D.

REQUIREMENTS FOR GRADUATE WORK IN BIOLOGY

All general requirements, rules and regulations concerning registration, matriculation and degrees are stated on pages 12 to 19 of this catalogue, and the Faculty Committee will conclusively presume that the students are cognizant of them.

Before a student may register for graduate work in Biology, he must be interviewed by the staff and his qualifications passed upon by all of the members of the staff.

Each applicant must have a reading knowledge in French or German or both. He must also have obtained 8 credits in General Biology; 8 credits in Histology and Embryology, and 4 credits in Comparative Anatomy.

Before the applicant starts his problem, it must be approved by the Head of the Biology Department, and the latter will keep in touch with the progress of the work from time to time, to give aid if necessary.

All work must be done in the University laboratories unless the Head of the Biology Department gives explicit permission to perform it in whole or in part at some outside institution.

The applicant must pass every course and every examination or test with a grade of 75%. An applicant rejected from one graduation will not, under any circumstances, be granted a re-examination for the same graduation.

FOR THE M.S.: Applicants are required to complete successfully at least 30 semester-hours of work arranged with the advice of the Head of the Biology Department.

The applicant will be expected to write, on a subject assigned to him, a comprehensive thesis, which must include a résumé as complete as possible, of the latest publications on the assigned subject.

In addition to this, he must pass:

(a) A written examination of one hour in his major field, (Botany, Zoölogy, Histology, etc). The written examination must be taken during the first term of Graduate Matriculation.

(b) An oral examination of one hour by a board of examiners on Biology in general. This examination must be taken during the first term of Graduate Matriculation.

FOR THE PH.D.: Applicants in possession of the degree of Master are expected to complete at least 30 semester hours, extending over a period of two years.

The chief work expected of the applicant for the degree of Ph.D. is that he disclose some new position in his chosen field of Biology and substantially contribute to present knowledge in that field.

The applicant must present the results of his investigation in the form of a dissertation.

The applicant must pass:

(a) A written examination of two hours in whatever field of Biology he has elected (Botany, Zoölogy, Histology, etc.). This examination must be taken during the first term of his matriculation for the doctor's degree.

(b) An oral examination of two hours in any or all the branches of Biology or any subject taken in preparation for the above degree.

In addition, the applicant must be capable of lecturing to a group on his work.

There will be monthly seminar meetings for all applicants.

The readers of the dissertation may call the applicant for an informal discussion on the paper.

All applicants for graduate degrees must successfully complete courses in Scholastic Philosophy prescribed for all students. (Cf. PHIL. 201 - 204.) These courses are to count only over and above the minimum requirements of the Department of Biology.

UNDERGRADUATE AND GRADUATE COURSES

The following courses consist of 30 hours of lecture and 60 hours of laboratory. Hours, unless noted, are to be arranged.

BIO. 101.—General Botany. (4 points.)

Properties and activities of protoplasm, developmental history, structure and function, relation to environment, and the classification of forms into the groups which make up the plant kingdom.

Monday, 3.45-6.15. WILLIAM J. BONISTEEL, Ph.C., M.A.

Saturday, 9-12.

First Semester.

Fee, $50.00.

BIO. 102.—General Botany. (4 points.)

This course deals with the thallophytes, bryophytes, pteridophytes and spermatophytes. Several voluntary field excursions will be offered for the purpose of making the acquaintance with trees, shrubs and herbaceous plants.

Monday, 3.45-6.15. WILLIAM J. BONISTEEL, Ph.C., M.A.

Saturday, 9-12.

Second Semester.

Fee, $50.00.

BIO. 103 - 104.—Plant Anatomy and Methods in Botanical Technique. (4 points.)

Morphology of stems, roots, leaves and flowers. Structure and activities of the plant cell. Methods of fixing, staining and sectioning plant tissues. Methods of preservation.

Tuesday, 3.45-6.15. WILLIAM J. BONISTEEL, Ph.C., M.A.
Both Semesters.
Fee, $50.00.

BIO. 106.—Taxonomy. (2 points.)

A study of the more common plants of this region, the use of botanical keys and library work.

Tuesday, 3.45-6.15. WILLIAM J. BONISTEEL, Ph.C., M.A.
Second Semester.
Fee, $25.00.

BIO. 107 - 108.—Economic Botany. (4 points.)

This course will consider the entire plant kingdom from the standpoint of the more economic products that are derived from plants. The lectures will be illustrated with charts, actual specimens and microscopic projections. *The laboratory work will be conducted in the field* and will consist in the identification of the more common plants of this region.

Given in Summer, 1934. WILLIAM J. BONISTEEL, Ph.C., M.A.

BIO. 109 - 110.—Zoölogy. (8 points.)

This course deals with the animal kingdom only. It embraces a study of the classification of animals; the structures and functions or organs; morphology, ecology, environment, heredity and the economic importance of animals. The laboratory work will include the study of a type animal of each phylum.

Tuesday, 4-6, and Saturday, 2-6. MARK T. CROWLEY, Ph.D.
Both Semesters.
Fee, $100.00.

BIO. 111 - 112.—Histology and Elementary Embryology. (4 points.)

(Prerequisite: a course in General Biology.)

The course will be in Zoölogy and will study the composition of the animal body and the organs in terms of their vital units, the cells; the chromosomes, the basis of heredity; the origin and maturation of the germ cells, fertilization, cleavage and differentiation of tissues; the origin of the individual and the developmental process from the oosperm to the adult. Practice in microtechnique will be stressed.

Given in Summer, 1934. REV. JOSEPH ASSMUTH, S.J.
JAMES A. MULLEN, Ph.D.

BIO. 113 - 114.—General Bacteriology. (4 points.)

The object of this course is to make the student familiar with the methods of detection, isolation, and identification of micro-organisms. Lectures and laboratory on the forms of bacteria, their requirements for growth, and their chemical products will be held. The practical application of the manufacture of the media, staining, cultural reactions, and the principles of sterilization and disinfection are given special emphasis. The question of bacteria in disease and their importance from the economic standpoint will be considered.

Given in Summer, 1934. WILLIAM J. BONISTEEL, Ph.C., M.A.

BIO. 121 - 122.—Mammalian Anatomy. (4 points.)

A study of the mammal with special reference to the cat. Structure and physiology of the different systems and organs. Detailed dissection of specially prepared specimens.

Monday, 3.45-6.15. JAMES A. MULLEN, Ph.D.
Both Semesters.

Fee, $50.00.

BIO. 123 - 124.—Comparative Anatomy. (4 points.)

(Required for those majoring in Biology.)

A comparative study of the natural relationships, the developments and the structures of animals, including a comparison of integumentary, skeletal, alimentary, vascular, respiratory, excretory, muscular, nervous and reproductive systems in different animals; physiology of different organs; symmetry and asymmetry, habits and life histories.

Tuesday, 3.45-6.15. REV. JOSEPH ASSMUTH, S.J.
Both Semesters. JAMES A. MULLEN, Ph.D.

Fee, $50.00.

BIO. 125 - 126.—Histology and Microscopic Technique. (4 points.)

A detailed study of the structure of the cell and characteristics of the different tissues. The laboratory work will include preparation of slides, fixation, embedding, cutting, staining, mounting, and intense training in the use of the microscope for best results.

Plant Tissue: WILLIAM J. BONISTEEL, Ph.C., M.A.
Animal Tissue: MARK T. CROWLEY, Ph.D.

Friday, 3.45-6.15.
Both Semesters.

Fee, $50.00.

BIO. 127 - 128.—Entomology. (4 points.)

The class of insects; importance of hexapoda in general, and beneficial and injurious insects in particular; general anatomy of insects; heteronomous metameric structure and metamorphosis of insects.

Thursday, 4-6. REV. JOSEPH ASSMUTH, S.J.
Both Semesters.

Fee, $50.00.

COURSES FOR GRADUATE STUDENTS ONLY

BIO. 201 - 202.—Botany—Special Work and Research.

The department is prepared to direct research and special work along several distinct lines, viz.: Microscopy of foods, drugs, spices, botanical micro-technique and pharmacognosy.

BIO. 203 - 204.—Zoölogy—Special Work in Research.

Special work and research may be done in zoölogical lines in several branches by students working for degrees.

BIO. 301 - 302.—Seminar in Botany.

BIO. 303 - 304.—Seminar in Zoölogy.

For information, consult the Head of the Department.

CHEMISTRY

Head of Department, Rev. Joseph B. Muenzen, S.J., Ph.D.

1. All general requirements, rules and regulations concerning registration, matriculation and degrees are stated on pages 12 to 19 of this catalogue, and the Faculty Committee will conclusively presume that the students are cognizant of them.

2. Graduate students in Chemistry at Fordham University usually major in either Physiological or Organic Chemistry, but problems in Analytical Chemistry may be arranged if need arises. Before a student may register for graduate studies in the Chemistry Department he must have obtained eight credits in General Inorganic Chemistry, eight in Organic Chemistry, four in Qualitative Analysis and four in Quantitative Analysis. If the prospective student is not adequately prepared in Physical Chemistry, he must either make up the deficiency elsewhere before being admitted to graduate work or take a review course in the Department, for which only two credits will be allowed.

3. All work must be done in the University laboratories unless the Head of the Chemistry Department gives explicit permission to perform it in whole or in part at some outside institution.

4. Before he may be recommended for a degree, the applicant must pass every course and every examination with a satisfactory grade, and fulfil the general requirements for graduate degrees. The applicants must also satisfy the professors under whom they work that, besides a good general knowledge of the fundamentals of Chemistry, they also possess a detailed and scientific knowledge of their own specialty, an ability to prosecute a chemical problem with originality and initiative in the laboratory, and a working knowledge of the use of the chemical literature, especially that published in English, German and French.

5. Attention is called to the fact that it is not enough to have satisfied time requirements and course attendance. It is the desire of the Department that those students whom it recommends for graduate degrees shall be only such as possess a broad knowledge of the science of Chemistry and who may be expected to carry on the traditions of the Department for productive scholarship of a high order. An applicant rejected for one graduation will not, under any circumstances, be granted a re-examination for the same graduation.

6. No one will be allowed to pursue graduate work in the Chemistry Department unless he can carry on his work full time on each school day, except in the case of graduate students doing instructional work in the University laboratories. Graduate work can be carried out in summer school only if the summer school has been immediately preceded by, or will be immediately followed by, one or more semesters of graduate work along the same line.

7. Before deciding on the qualifications of an applicant seeking admission as a graduate student toward either a Master's or a Doctor's degree, the Department reserves the right to subject him to a comprehensive qualifying examination (oral, or written, or both), whether his former degree was granted by Fordham University or not.

FOR MASTER'S DEGREE: To be recommended for a Master's degree applicants must have taken courses amounting to twenty-four semester hours' credit, the selection of courses to be approved first by the Department.

In addition to passing the regular examinations in the various courses during the year, candidates for the Master's degree, towards the end of their course, must also take the following examinations:

(a) A comprehensive written examination to test the candidate's general knowledge of Chemistry, which may include General Chemistry, Qualitative Analysis, Quantitative Analysis, Organic and Physical Chemistry. For students majoring in Physiological Chemistry, this subject may also be included in the examination matter. Such questions may be expected in General, Analytical and Physical Chemistry as would be given in a final comprehensive examination in the undergraduate course in these subjects. The candidates will also be expected to know the various scientific journals commonly used by chemists, the libraries (in New York City) in which they are to be found and the general procedure of conducting a literature search in them.

(b) An oral examination of at least one hour, covering the same matter.

The votes of the examiners will express two judgments: (1) whether the candidate is to be recommended for a Master's degree; (2) if worthy of a Master's degree, whether or not he is considered capable of pursuing studies for the Doctorate if he should so desire. The decision of the examiners on these points will be given in writing after a conference and will be based on the final results of both the written and the oral examinations.

(c) Before being allowed to take these final examinations the candidate must satisfy the department that he has a good reading knowledge of chemical German. This examination will be oral or written, at the discretion of the Faculty Committee. No other language may be substituted for German. Language requirements must be satisfied before May 1 for June graduation and before January 1 for February graduation.

FOR THE DEGREE OF PH.D.: All the general requirements mentioned on page 18 and 19 apply to applicants seeking a doctorate in Chemistry. The minimum time requirements will be increased in case of graduate students working as assistants in the University laboratories.

A good reading knowledge of both French and German must be shown before an applicant will be recommended for the degree of Ph.D. Both language requirements must be absolved by the end of the first year's graduate study after the Master's degree.

Applicants admitted for doctorate work are accepted on condition, i.e., that they are considered capable by the Faculty Committee of doing research work and that they successfully pass a general examination in the field of Chemistry. These conditions will be decided upon after the applicant has completed at least two and not more than three semesters after the Master's degree. This general examination will be oral and will not exceed two hours. It will be preceded by a written examination in the applicant's major field. In addition to the topics listed in the general examination for the Master's degree, the applicant is responsible for the subjects taken thereafter.

Before an applicant is admitted to the final examination for the Doctor's degree, the thesis which he presents must be read by four and reported on favorably by three members of the Faculty who have examined it, who will not accept it as satisfactory unless it is, in their judgment, a worth-while contribution to the science of Chemistry, such as would be accepted in whole or in part by the editors of one of the standard chemical journals in which similar work is usually published.

The final examination will be conducted during the semester prior to receiving the degree. This examination will be oral and confined to the dissertation and topics intimately related to it.

FOR THE DEGREE OF SC.D.: The same regulations apply to this degree as those already stated under Ph.D. degree, except that the course in Scholastic Philosophy is not required.

UNDERGRADUATE COURSES

CHEM. 11, 12, 13, 14.—General Chemistry. (8 points.)

This course deals with the fundamental facts and theories of the science of chemistry and is a prerequisite for all other courses. The course is divided into two parts, 11 and 12 referring respectively to lecture and laboratory of the first semester. 13 and 14 refer to lecture and laboratory of the second semester.

Saturday, 9-12, 1-4, Uptown. WILLIAM J. CONWAY, M.S.
Fee, $120. Breakage deposit, $20.00.

CHEM. 11 b - 14 b.—General Chemistry. (8 points.)

Same as above course.

LEO K. YANOWSKI, Ph.D.

Tuesday, 2-6, Uptown.
Thursday, 10-11, Downtown.

CHEM. 11 c - 14 c.—General Chemistry. (8 points.)

Same as above course.

LEO K. YANOWSKI, Ph.D.

Thursday, 7.50-9.35 P. M., Downtown;
Friday, 7-10 P. M., Uptown.

CHEM. 21 - 22.—Qualitative Analysis, I. (4 points.)

In this course stress is laid on the determination and isolation of the metallic or baseforming elements, without considering the amounts in which they may be present. Due emphasis is given to the theoretical principles upon which the separation of these elements depends.

Saturday, 9-12. WALTER A. HYNES, Sc.D.
Both Semesters.
Fee, $60.00. Breakage deposit, $10.00.

CHEM. 23 - 24.—Qualitative Analysis, II. (4 points.)

In this course stress is laid on the isolation and determination of the non-metallic or acid-forming elements and the radicals which they form. In addition, due consideration is also given to those reactions characterizing dry analysis.

Saturday, 1-4. WALTER A. HYNES, Sc.D.
Both Semesters.
Fee, $60.00. Breakage deposit, $10.00.

CHEM. 31 - 32.—Quantitative Analysis, I. (4 points.)

This course involves the theoretical and practical study of principles underlying volumetric problems and their applications.

Saturday, 1-4. LEO K. YANOWSKI, Ph.D.
Both Semesters.
Fee, $60.00. Breakage deposit, $10.00.

CHEM. 33 - 34.—Quantitative Analysis, II. (4 points.)

The principles and practices of gravimetric analysis are covered in this course, involving the important anions and cations.

Saturday, 9-12. LEO K. YANOWSKI, Ph.D.
Both Semesters.

Fee, $60.00. Breakage deposit, $10.00.

CHEM. 41, 42, 43, 44.—Organic Chemistry. (8 points.)

Various classes of aliphatic compounds are studied from the standpoint of synthesis, behavior, structure and applications. CHEM. 41 and 42 refer respectively to the lecture and laboratory of the first part. In the second half, a study is made of the cyclic series and of some of the most important heterocyclic compounds.

Saturday, 10-12; 1-4. WERNER FREUDENBERG, Ph.D.
Both Semesters. AND ASSISTANTS.

Fee, $120.00. Breakage deposit, $20.00.

CHEM. 45, 46.—Organic Chemistry. (4 points.)

(Prerequisite: CHEM. 41 - 44.)

This course is a continuation of CHEM. 41 - 44. The lectures cover the important isocyclic and heterocyclic members of the aromatic series.

UNDERGRADUATE AND GRADUATE COURSES

CHEM. 151, 152, 153, 154.—Physiological Chemistry. (8 points.)

(Prerequisites: CHEM. 21 - 22, 31 - 32, 41 - 44.)

In this course the chemistry of metabolism and of fats, carbohydrates and proteins is dealt with, also the chemical aspects of nutrition and of certain pathological conditions of the animal body. In the laboratory the students are given practice in those qualitative and quantitative methods of clinical analysis which represent the best current hospital practice.

Two lectures and two two-hour laboratory periods throughout the year.

LEOPOLD R. CERECEDO, Ph.D.

Fee, $120.00. Breakage deposit, $20.00.

CHEM. 155, 156.—Physiological Chemistry. (4 points.)

A brief and less advanced course than CHEM. 151 - 154, intended primarily as a minor subject for students specializing in organic chemistry.

Two hours lecture per week. Two semesters.

LEOPOLD R. CERECEDO, Ph.D.
Fee, $30.00. AND ASSISTANTS.

CHEM. 171, 172.—Physical Chemistry. (8 points.)

(Prerequisites: CHEM. 31 - 32; MATH. 31; PHYS. 11 - 12.)

A course dealing with the fundamental principles of chemistry. These principles are dealt with from a mathematical standpoint by means of problems and experiments. Special emphasis is placed on applications to organic and physiological chemistry.

Two hours lecture and four hours laboratory per week. Two semesters.

WILLIAM H. HAMILL, M.S.

Fee, $120.00. Breakage deposit, $20.00.

CHEM. 65.—Application of Mathematics to Chemistry. (2 points.)

(Prerequisite: Trigonometry.)

A course for students of chemistry who have not the time to take the regular courses in analytical geometry, differential and integral calculus, or for those who wish to review these subjects before beginning the study of the mathematical branches of chemistry. It is intended to familiarize the student with the treatment of experimental results by mathematics.

Fee, $15.00. WILLIAM H. HAMILL, M.S.

CHEM. 190.—Chemical Analysis of Blood and Urine. (3 points.)

(Prerequisite courses: CHEM. 31, 41, 155.)

Methods of analysis of blood and urine, with reference to modern clinical application of the principles of biochemistry of blood and urine under normal and pathological conditions.

Two three-hour periods per week. One semester.

Fee, $45.00. JACOB A. STEKOL, M.S.

COURSES FOR GRADUATES ONLY

CHEM. 241, 242.—Organic Chemistry. (4 points.)

An advanced course of lectures in theoretical organic chemistry, dealing with the structure, reactions, and synthesis of organic compounds, as worked out in modern research, and by the masters of organic chemistry of the Nineteenth Century.

Two hours lecture per week. Two semesters.

Fee, $30.00. WERNER FREUDENBERG, Ph.D.

CHEM. 341, 342.—Seminar in Organic Chemistry. (4 points.)

Conferences and reports on some chosen topic in Organic Chemistry.

Two hours per week. Two semesters.

Fee, $30.00. WERNER FREUDENBERG, Ph.D.

CHEM. 251, 252.—Physiological Chemistry. (4 points.)

An advanced course of lectures in biochemistry, dealing with the normal and pathological chemical reactions occurring in living beings. Stress will be laid on the chemistry and energetics of metabolism, and on the fate of organic compounds in the animal organism.

Two hours lecture per week throughout the year.

Fee, $30.00. LEOPOLD R. CERECEDO, Ph.D.

CHEM. 351, 352.—Seminar in Physiological Chemistry. (4 points.)

Conferences and reports on some chosen topic in Physiological Chemistry.

Two hours per week. Two semesters.

Fee, $30.00. LEOPOLD R. CERECEDO, Ph.D.

CHEM. 231.—Advanced Quantitative Analysis. (3 points.)

Laboratory work embracing some of the more advanced analytical determinations not ordinarily given in college courses of quantitative analysis. Lectures will be given from time to time, and stress will be laid on the solution of problems.

Two three-hour laboratory periods per week, first semester.

REV. FRANCIS W. POWER, S.J.

Fee, $45.00. Breakage deposit, $20.00.

CHEM. 235.—Micro-Organic Analysis (Pregl). (4 points.)

This course will deal with the use of the micro balance, preparations of material for analysis and the practical instruction in determination of carbon, hydrogen, nitrogen (Kjeldahl and Dumas method), metals and the carboxyl group in organic compounds.

REV. FRANCIS W. POWER, S.J.

Fee, $60.00. Breakage deposit, $20.00.

CHEM. 236.—Micro-Organic Analysis. (Pregl). (4 points.)

(Prerequisite: CHEM. 235.)

This course is a continuation of CHEM. 235 and includes the micro determination of sulphur, halogens, the methoxy, ethoxy, acetyl, etc., groups in organic compounds.

REV. FRANCIS W. POWER, S.J.

Fee, $60.00. Breakage deposit, $20.00.

CHEM. 245.—Advanced Organic Preparations. (6 points.)

Laboratory work based on Gattermann and on "Organic Syntheses," performing some of the more difficult syntheses not usually given in a college course of organic chemistry.

WERNER FREUDENBERG, Ph.D.
AND ASSISTANTS.

Fee, $90.00. Breakage deposit, $20.00.

CHEM. 248.—Organic Analysis. (8 points.)

Part I—Qualitative: This course will treat of the identification of the more important elements and groups in organic compounds.

WERNER FREUDENBERG, Ph.D.
AND ASSISTANTS.

Part II—Quantitative: Same as CHEM. 235.

REV. FRANCIS W. POWER, S.J.

Fee, $120.00. Breakage deposit, $20.00.

CHEM. 271 - 272.—Advanced Physical Chemistry. (4 points.)

A continuation of CHEM. 171 - 172. The lectures will deal with reaction rates, dispersed systems, and the thermodynamic properties of solutions. Stress will be laid on those systems of particular interest to the organic and physiological chemist.

One hour lecture and two hours laboratory. Two semesters.

WILLIAM H. HAMILL, M.S.

Fee, $60.00. Breakage deposit, $20.00.

EDUCATION

FACULTY COMMITTEE

Philosophy of Education;

History of Education:

Head of Department and Chairman of Faculty Committee:
PIERRE J. MARIQUE, Pd.D., Ph.D.

Conference Hours—Monday, Tuesday, Wednesday and Thursday, 3-4; Friday, 3-5.

Educational Psychology;

Educational Measurements:

Head of Department: ROBERT T. ROCK, JR., M.A.
Conference Hours—Tuesday and Wednesday, 3-4; Friday, 4.30-6.

Educational Administration;

Methods:

Head of Department: REV. JAMES T. CRONIN, Ph.D.
Conference Hours—Thursday, 3-6; Tuesday, Wednesday and Friday, 3-4.

Attention is called to the close relation between the two sections in each of the above divisions; also to the fact that the Department of Education is closely related to the Departments of History and Philosophy.

UNDERGRADUATE COURSES

EDUC. 11.—History of Education, I. (2 points.)

A general survey of the history of education from ancient times to the Protestant Revolution. Particular attention will be given to the following topics: Greek education; Roman education; the beginnings and main contributions of Christianity; the monasteries and the preservation of learning; the Carlovingian Revival; the school system and education of the Middle Ages; Scholasticism; Universities; the Renaissance; Humanism.

Wednesday, 4.15-5.55. JOHN REDDEN, M.A.
First Semester.

EDUC. 12.—History of Education, II. (2 points.)

A general survey of the history of education from the Protestant Revolution to the present time. The following topics will be treated: The Protestant Revolution; the Catholic Revival; realism and the early scientific movement; the enlightenment; naturalism; school reforms of the Eighteenth and Nineteenth Centuries; the improvement of method; beginnings of education in America and early national influences in the United States; development of free schools, establishment of school supervision; the extension of

the system; high schools, normal schools and state universities; national systems of France, Prussia and England; Federal relations to education in United States.

Wednesday, 4.15-5.55. JOHN REDDEN, M.A.
Second Semester.

EDUC. 13.—Principles of Education, I. (2 points.)

This course is intended to be eminently practical. After a brief consideration of the more important principles contributed to education by religion, philosophy, psychology, biology, sociology and ethics, their practical application to the teacher's work will be illustrated. The following topics will be treated: The nature, scope and function of education; its relation to allied sciences; the art and science of education. Immediate and ultimate objectives of education; the original nature of man; properties of the individual that underlie education; properties of society that make education possible. Fundamental principles of learning.

Saturday, 9.15-10.55. JOHN REDDEN, M.A.
First Semester.

EDUC. 14.—Principles of Education, II. (2 points.)

This course is a continuation of the preceding course, EDUC. 13. After a brief review of the fundamental principles and methods of learning, special attention will be given to the application of these principles by the teacher. The topics studied will include: Principles concerned with the development of percepts, concepts, judgments, reasoning, attention, interest and motivation; the curriculum; moral and intellectual education; methods of teaching; vocational training and guidance; individual differences and intelligence; objective tests and measurements; functions of elementary, seconcary and higher education.

Saturday, 9.15-10.55. JOHN REDDEN, M.A.
Second Semester.

EDUC. 19 - 20.—Foundations of Method. (4 points.)

The acquisition of knowledge at first hand and at second hand; the means of acquiring facts; application and apperception, attention, interest in acquiring knowledge; the problem as a device for focusing attention and securing educative thought; the media of instruction; development lessons; use of deduction in gaining new knowledge or insight; educational value of verification; the value of laboratory work as a principle to be observed in all studies; practice, review, examinations and defects in teaching.
Text-Book: *Beginning Teaching,* Avent.

Monday, 4.15-5.55. JOACHIM SCOPPA, M.A.
Both Semesters.

EDUC. 31 - 32.—Educational Psychology, I and II. (4 points.)

An introduction to the more important psychological principles as they apply in the field of education. The first section will include a discussion of developmental tendencies, motivation, the learning process and the factors influencing efficient learning, transfer of

training, understanding and generalizing. The second section will include an application of the concepts of mental age and educational age in meeting individual needs, the exceptional child, the significance of special disabilities and the application of general principles in the learning of the fundamental subjects.

Tuesday, 4.15-5.55. DOROTHEA A. MCCARTHY, Ph.D.
Both Semesters.

EDUC. 37.—Elements of Achievement Testing. (2 points.)

An introductory survey will be made of the more important achievement, diagnostic and survey tests. Techniques for scoring, presentation and interpretation of results will be given.

Tuesday, 7-8.40. JACK W. DUNLAP, Ph.D.
First Semester.

EDUC. 38.—Elements of Intelligence Testing. (2 points.)

A brief survey will be made of intelligence tests. Their historical development, uses, limitations and relations to measures of achievement will be treated. The techniques for presenting results and the assumptions underlying measures of intelligence will be reviewed.

Tuesday, 7-8.40. JACK W. DUNLAP, Ph.D.
Second Semester.

EDUC. 41 - 42.—Observation and Practice Teaching.

Hours to be arranged.
Either Semester.

REQUIREMENTS FOR GRADUATE WORK IN EDUCATION

All general requirements, rules and regulations concerning registration, matriculation and degrees are stated on pages 12 to 19 of this catalogue, and the Faculty Committee will condusively presume that the students are cognizant of them.

The following are the specific requirements for graduate degrees in the Department of Education:

FOR THE M.A.: The minimum requirement for the Master's degree is thirty points of graduate work and satisfactory completion of a dissertation. Twenty-two of the thirty points must be taken in Education. The remaining eight points may be taken either in Education or in some closely allied field of study. To insure proper breadth, students are required to take a certain amount of work in the general field of Education, but outside the department in which they are majoring. For convenience in administering these general course requirements, the departments of instruction are grouped as follows:

Group 1. History of Education and Philosophy of Education.
Group 2. Educational Psychology and Measurements.
Group 3. Educational Administration and Educational Methods.

Candidates for the Master's degree must take ten points divided between the two groups other than the group including their major department. These ten points are to be so divided that at least four points of work will be done in each of the two groups in which such general work is required.

FOR THE PH.D.: The minimum requirement for the Ph.D. degree, in Education, is from 70 to 75 semester hours of course work beyond the Bachelor's degree and the satisfactory completion of a dissertation.

Upon completion of the stated requirements for the M.A., candidates for the Ph.D. degree should distribute their course work as follows:

1. Ten points in the general field of Education, but outside the student's major department, distributed in the manner prescribed for general courses for the Master's degree. 2. A minor of eight points which may be taken in any part of the field of Education or in a closely allied field. 3. The balance of the required course work is to be in the student's major field.

UNDERGRADUATE AND GRADUATE COURSES

EDUC. 103 a.—History of Education in Modern Times.
(2 points.)

The transition period between the Middle Ages and the Eighteenth Century is covered. The course begins with a survey of the medieval educational system and then deals with the following movements and their influence on education: The Renaissance, the Protestant Revolution, The Catholic Revival and the Early Scientific Movement. Special attention is given to the beginnings of Christian education in the United States.

Saturday, 11.05-12.45. JOHN REDDEN, M.A.
First Semester.

EDUC. 104 a.—History of Education in Modern Times.
(2 points.)

A survey of the condition of the school in the Eighteenth Century and a brief consideration of the educational meaning of the enlightenment, the industrial and political revolutions which ushered in the modern era. The course then deals with the trend of educational theory in the Nineteenth Century, the changes in the practice of classroom teaching, the growth of national school systems and the multiplication of types of schools.

Saturday, 11.05-12.45. JOHN REDDEN, M.A.
Second Semester.

EDUC. 105 a.—History of Education in the United States.
(2 points.)

After a brief survey of education in colonial times, the course deals at some length with the development of the educational system in the United States in the last one hundred and fifty years and the democratic principles upon which it is founded.

To be given 1934-1935. JOHN REDDEN, M.A.

EDUC. 107 b.—Philosophy of Education, I—Introductory. (2 points.)

(a) Philosophy, science, history and religion; the nature and function of each and their relation to one another. The nature, function and scope of a philosophy of education; its relation to philosophy, history, religion, the art and science of education, and allied sciences.

(b) Education a social and individual process. The five-fold character of education from the standpoint of the individual: physical, intellectual, æsthetic, moral, religious. The relation of this five-fold character to the various aspects of reality: material and spiritual, the true, the beautiful and the good, all three combined in the religious.

Thursday, 4.15-5.55. PIERRE J. MARIQUE, Pd.D., Ph.D.
First Semester.

EDUC. 108 b.—Philosophy of Education, II—The Teleological Aspects of Education. (2 points.)

Education and curiosity, imitation, the desire for self-improvement. Educational aims and ideals, in the past—today; their evaluation.

Thursday, 4.15-5.55. PIERRE J. MARIQUE, Pd.D., Ph.D.
Second Semester.

EDUC. 109 b.—Philosophy of Education, III—Physica Education. (2 points.)

The nature, need and aim of physical education; its relation to other phases of education. Physical education in the past-to-day. Physical education and the school.

Thursday, 4.15-5.55. JOHN REDDE, M.A.
First Semester.

EDUC. 110 b.—Philosophy of Education, IV—The Philosophy of Catholic Elementary Education. (2 points.)

The aim, content and method of the Catholic elementary school. Its relationship to the Church, society and home. General principles of administration, inspection and supervision.

To be given in 1934-1935. REV. WILLIAM R. KELLY, M.A.

EDUC. 105 c - 106 c.—Mental Hygiene, I and II. (4 points.)

A study of the adjustment of the individual to his environment with emphasis on causative factors underlying maladjustment and on preventive measures. In the first division the case study method of individual diagnosis, preventive and remedial programs for the problems of the emotional adjustment of physical handicapped, mentally handicapped, gifted, and speech defective children will be considered. Illustrative case material will be utilized. The second division will include a discussion of the relationship between certain environmental factors such as paren-

tal attitudes and teachers' attitudes to child adjustment; the problems of fears, anger, jealousy, etc., with illustrative case material; as well as a critical evaluation of studies of causative factors related to juvenile delinquency.

Monday, 4.15-5.55. DOROTHEA A. MCCARTHY, Ph.D.
Both Semesters.

EDUC. 107 d.—Educational and Intelligence Tests, I. (2 points.)

A brief treatment of the principles underlying tests and measurements and an examination of the more important achievement and intelligence tests. The improvement of traditional examination methods through the construction and use of objective unstandardized classroom tests will be considered. Technique for the administration, scoring and presentation of results of tests will be treated.

Saturday 11.05-12.45. JACK W. DUNLAP, Ph.D.
First Semester.

EDUC. 108d.—Educational and Intelligence Tests, II. (2 points.)

The emphasis in this course will be placed on standardized tests, their applications in research problems, their uses by the classroom teacher, the choice of tests and the development of a testing program, and the presentation and interpretation of test results. The more important achievement, intelligence, diagnostic and aptitude tests will be surveyed. The relationships between measures of intelligence, achievement and special aptitudes will be treated. An analysis will be made of the major theories and assumptions in measurements.

Saturday, 11.05-12.45. JACK W. DUNLAP, Ph.D.
Second Semester.

EDUC. 155 ef - 156 ef.—Elementary School Supervision. (4 points.)

The course is intended for those in teaching or in supervisory positions who wish to consider the principles of classroom supervision as applied to learning situations; the interrelationship of supervisory officers; the organization of supervision by means of class visitation, conferences, demonstration teaching, testing and measurement; diagnosis and classification of pupils; research in supervision.

Thursday, 4.15-5.55. VERNA CARLEY, Ph.D.
Both Semesters.

EDUC. 157 ef - 158 ef.—Secondary School Supervision. (4 points.)

A course dealing with the needs and means of improving instruction, especially through the activities of principals, special supervisors, or heads of departments in high schools. Criteria will be developed and techniques of supervision will be discussed and evaluated in their relationship to educational objectives and in light of experimental studies.

Wednesday, 4.15-5.55. VERNA CARLEY, Ph.D.
Both Semesters.

EDUC. 159 e - 160 e.—Principles and Methods of Elementary Education. (4 points.)

This course will include a consideration of the place of the elementary school in the total educational program, principles in the selection and organization of the curriculum, an analysis and evaluation of the methods of instruction, activity programs and diagnostic and remedial treatment of elementary school subjects.

Friday, 4.15-5.55. VERNA CARLEY, Ph.D.
Both Semesters.

EDUC. 161 e - 162 e.—Principles and Methods of Secondary Education. (4 points.)

This course will deal with the organization and scope of secondary education; its aims and functions; its significant features contrasted with those of European systems; the programs of studies of the regular and of the reorganized types of high schools; the teacher's equipment; characteristics, needs and interests of adolescents; analysis and evaluation of methods of instruction; diagnosis; lesson planning; assignment making; measuring results; recent trends and fundamental issues in secondary education.

Monday, 4.15-5.55. VERNA CARLEY, Ph.D.
Both Semesters.

EDUC. 109 f - 110 f.—Teaching the Major Subjects in the 4th, 5th and 6th Years. (2 points.)

This course treats of effective methodology in English, Arithmetic, History and Geography. Modern pedagogical thought is applied to actual classroom situations. Attention is also given standardized tests in the various subjects and the teaching of children to study. The various new courses of study for New York City will be interpreted.

Friday, 4.15-5.55. JOACHIM SCOPP, M.A.
Either Semester.

EDUC. 115 f - 116 f.—Extra Curricular Activities. (2 points)

The relation of extra activities of school life as an aid to training for citizenship and as a means of introducing the pupil to education for leisure time will be studied. The corelation of these activities with the school curriculum and the relation of extra activities to the question of vocational guidance will be examined. Among the activities that will be considered are: play in education, athletics, with particular reference to the organization and management of competitions; the school newspaper, the school assembly.

NOTE: *A thirty-hour course in Extra Curricular Activities is required by the Education Board of the State of New Jersey for higher license.*

Saturday, 3.05-4.45. LEO I. KEARNEY, M.A.
Monday, 7-8.40.
Either Semester.

EDUC. 117 f - 118 f.—Methods of Study. (2 points.)

Learning through experience: first-hand and second-hand learning values of each; the nature of learning; the school, the recitation, the home in learning.

Principles in method and sequence; values of the inductive and of the deductive approach.

Language ability as an aid to learning. Value in extra-curricular activities and interests; recreational values; dangers of verbalism; "thinking" periods and "recreation" periods.

Physical and mechanical conditions essential for efficient study. A method of procedure for personal study and for directive study. The student will be required to do practice and laboratory work.

Saturday, 1.15-2.55. LEO I. KEARNEY, M.A.
Either Semester.

EDUC. 119 f - 120 f.—Methods of Teaching Economics. (2 points.)

This course is devoted to a study of the problem of teaching economics to adolescent girls and boys. It will cover the general objectives and methods of teaching economics. Special emphasis will be placed on the concrete application of pedagogical principles to actual classroom situations.

Wednesday, 4.15-5.55. EUGENE B. RILEY, M.A.
Either Semester.

EDUC. 127 f - 128 f.—Teaching of English Literature in Secondary Schools. (4 points.)

This course presents the entire work of high school teachers of English. It includes books usually studied in secondary school courses, and gives general instruction in all classroom and extra classroom work. It gives full preparation for the New York and New Jersey examinations for license as teacher of English.

Saturday, 11.05-12.45. JOSEPH F. MORIARTY, M.A., LL.B.
Either Semester.

EDUC. 133 f - 134 f.—Methods and Devices in Teaching English to Non-English-Speaking Adults. (4 points.)

An outline of the general procedure of teaching English and citizenship and the special technique required with beginning and advanced groups of non-English-speaking adults will be presented, together with an outline of the procedure of naturalization and a discussion of a course of study in naturalization aids for aliens. Those satisfactorily completing the course will receive from the State Department of Education a certificate in immigrant training, which satisfies one of the requirements for eligibility to teach English and citizenship in the evening schools conducted by the Board of Education.

Thursday, 6-7.40. ABRAHAM CURZAN.
Both Semesters.

EDUC. 137 f - 138 f.—Teaching Food and Nutrition in Elementary, Secondary and Continuation Schools. (4 points.)

Special consideration is given to diet problems in disease and other abnormal conditions.

Tuesday, 7-8.40. HELEN LIDDELE JONES, M.A.
Both Semesters.

EDUC. 138 f.—Teaching Food and Nutrition in Elementary, Secondary and Continuation Schools. (2 pints.)

This course is a continuation of EDUC. 137 f begu in February, 1933.

Tuesday, 4.15-5.55. HELEN LIDDELL JONES, M.A.
First Semester.

EDUC. 141 f.—Methods of Teaching Modern Foreig Languages in Secondary Schools. (2 points.)

The course will consider the historical development f teaching modern languages in the United States and abroad, fowed by a systematic survey of the more outstanding trends. T teaching of modern languages will be discussed and progressi practices in methods will be evolved to meet present-day condins in the junior and senior high schools. Reference will be me to the teaching of French, Spanish, German and Italian. Antion is given to the selection and handling of material, with practical demonstrations by the instructor. There will be lecture individual and group projects, readings, reports, discussions ar a critical examination of modern language bibliography. Fo achers in service, department heads and those who are pre ing to teach modern foreign languages.

Wednesday, 4.15-5.55. JOHN M. PITTA M.A.
First Semester.

EDUC. 142 f.—Methods of Teaching Modern Foreign Lan ges in Secondary Schools. (2 points.)

A concrete and practical course in which the fundamental ci- ples of modern language teaching will be projected into ss- room practice. Emphasis will be placed on the classroom h- nique of reading, grammar and composition in the modern n- guage recitation. The selection of text-books, tests and mea- ments, new-type examinations, visual aids, realia and other - ized material will receive careful consideration. A term p r will be required on a personal investigation of some proble modern language teaching.

Wednesday, 4.15-5.55. JOHN M. PITTARO, M
Second Semester.

EDUC. 143 f - 144 f.—Teaching of Latin in Secondary Schools (4 points

Study of New York State Syllabus, and of the Report of th Classical Investigation. Examination of recent books for begin ners; reports on same. Teaching devices, recitation procedure planning the work, etc. This course presupposes a knowledge of

the subject-matter covered in the high school curriculum. The final examination will test candidates' knowledge of the subject-matter, as well as the candidates' ability to present it.

Friday, 4.15-5.55. FRANCIS A. SCHAEFER, Ph.D.
Both Semesters.

EDUC. 145 f - 146 f.—Teaching of History and Civics in Elementary Schools. (2 points.)

This course will consider the elementary school syllabus in history—its aims, its methods and its subject-matter. The chief topics will be so studied as to give the teacher the wider range of knowledge requisite in guiding pupils to organize their ideas and to see causes and results.

Monday, 4.15-5.55. EUGENE B. RILEY, M.A.
Either Semester.

EDUC. 147 f - 148 f.—Teaching of History and Civics in Secondary Schools. (4 points.)

This course is devoted to a study of the general problems of history-teaching with special reference to the high school. It will consider the nature of history; its relation to other subjects, and its place in education; selection of subject-matter and its arrangement in courses of study; effective presentation of materials of instruction; judging text-books; collateral reading; testing results.

Friday, 4.15-5.55. EUGENE B. RILEY, M.A.
Both Semesters.

EDUC. 149 f - 150 f.—Teaching of Arithmetic in Elementary Schools. (4 points.)

This course treats of modern methods of teaching arithmetic in the elementary schools. In addition to methods of presenting the various topics of the course of study in arithmetic, special attention will be paid to drills, habit formation, standard tests and measurements, and the applications of arithmetic to modern business life.

Thursday, 4.15-5.55. SAMUEL WITHERS, M.A.
Both Semesters.

EDUC. 151 f.—Teaching of Algebra. (2 points.)

Specific lessons according to modern trends and tendencies. The course is intended: (1) to be helpful to present or prospective teachers of mathematics; (2) to provide an opportunity for students who wish to review their mathematics.

Saturday, 11.05-12.45. ADOLPH A. LIPPE, M.A.
First Semester.

EDUC. 152 f.—Teaching of Geometry. (2 points.)

This course will follow the same trend as EDUC. 151 f.

Saturday, 11.05-12.45. ADOLPH A. LIPPE, M.A.
Second Semester.

EDUC. 153 f - 154 f.—Teaching of Mathematics in Junior High School. (4 points.)

Junior high school mathematics from the point of view of the teacher; a course in professionalized subject-matter. The course will deal also with proper backgrounds, educational values, and teaching procedure.

Saturday, 1.15-2.55. ADOLPH A. LIPPE, M.A.
Both Semesters.

EDUC. 191 f - 192 f.—Science of Student Guidance and Counselling. (4 points.)

This course is intended for those who intend to specialize with adolescent and college students. Counselling in high school and college. Survey of the general scope and character of personnel work; objectives of guidance; psychological considerations; organization and administration; vocational and educational guidance; work of counsellor; tests; records; research. Psychology of adolescence reviewed; interviewing, various methods of helping young people solve problems confronting them.

Saturday, 9.15-10.55. REV. JOSEPH A. KOONZ, S.T.B., M.A.
Both Semesters.

EDUC. 193 f.—A Course of Study in Religion for Elementary Schools, I. (2 points.)

Christian Doctrine as taught to children of First Communion age. Text: "A Little Child's First Communion" (*Introductory to the Spiritual Way Series*). (a) A study of the doctrinal background of text. (b) Explanation of pedagogical principles which should be applied in teaching Christian Doctrine. (c) Supervised practice in an appointed catechetical center, including discussions of individual problems and progress.

Wednesday, 4.15-5.55. REV. JOSEPH STRUGNELL.
First Semester.

EDUC. 194 f.—A Course of Study in Religion for Elementary Schools, II. (2 points.)

Christian Doctrine as taught to children of grades three and four. Text: Books One and Two of the *Spiritual Way Series*. (a) A study of the Biblical and Doctrinal background of text. (b) A study of the application of Pedagogical principles in the teaching of the following doctrines: GOD—Creator, Father, Almighty, All-Knowing; sanctifying grace; the Lord's Prayer; God's Image and Likeness in us; the purpose of man's creation and his final destiny; the Communion of Saints; the Commandments; Sin—Original—Mortal and Venial. (c) Supervised practice as outlined in First Semester.

Wednesday, 4.15-5.55. REV. JOSEPH STRUGNELL
Second Semester.

EDUC. 195 f.—A Course of Study in Religion for Elementary Schools, III. (2 points.)

Christian Doctrine as taught to children of grades five and six. Text: Books Three and Four of the *Spiritual Way Series*. (a) A study of the biblical and doctrinal background of text. (b) A study of the application of pedagogical principles in the teaching of the following doctrines: The Blessed Trinity; Jesus, God and Man; Mary, the Mother of Jesus; the Holy Sacrifice of the Mass; Jesus' Church; the Sacraments. (c) Supervised practice as outlined in First Semester.

To be given Summer, 1934. REV. JOSEPH STRUGNELL.

EDUC. 197 f - 198 f.—Methods of Teaching Religion. (4 points.)

Religious education brought in conformity with the principles of applied psychology and modern pedagogy. Adaptation, apperception, correlation, sense and emotional training, habit formation and the psychology of action. Models in method: the Gospels, the Fathers and the practice of the Church. The Liturgy as a vehicle of character education. Catechetical method evaluated. An analysis of the more important methods in vogue and an outline of principles applicable to elementary and secondary education.

Tuesday, 4.15-5.55. REV. HENRY J. GEBHARD, M.A.
Both Semesters.

COURSES FOR GRADUATE STUDENTS ONLY

EDUC. 201 a.—Historical Background of Modern Education, I—Introductory. (2 points.)

(a) Historical scholarship and scholars. Analysis and relation to one another of civilization, culture, progress, education. The relation of the history of education to general history, particularly the history of culture. The first histories of education.

(b) A brief survey of civilization, culture and education in ancient Egypt, Babylonia, China, India, Persia, Judæa; their contributions to western civilization, culture, education.

To be given 1934-1935. PIERRE J. MARIQUE, Pd.D., Ph.D.

EDUC. 202 a.—Historical Background of Modern Education, II—Ancient Greek and Roman Education. (2 points.)

(a) Hellas and Hellenism. Periods of Greek culture and education; characteristics of each; the liberal *vs.* the scientific Greek education; the evolution of the content of Greek education under the influence of scientific investigation and philosophy. The early Greek philosophers; the Sophists, Socrates, Plato and Aristotle. The organization of the content of Greek education in the Alexandrian period.

(b) Early Roman education and its gradual Hellenization. Contrast of Roman education in the age of Cicero and that of Quintilian. The permanent contributions of Greece and Rome to Western culture and education.

To be given in 1934-1935. PIERRE J. MARIQUE, Pd.D., Ph.D.

EDUC. 203 a.—Historical Background of Modern Education, III —Early Christian Education. (2 points.)

The Roman world at the beginning of the Christian era, especially its educational system. The beginnings and main contributions of Christianity to education; assimilation of pagan learning by Christian education; the Fathers of the Church and education. The Christian school system.

Monday, 4.15-5.55. PIERRE J. MARIQUE, Pd.D., Ph.D.
First Semester.

EDUC. 204 a.—Historical Background of Modern Education, IV —Mediæval Education. (2 points.)

The new Western world. The reconstruction of Western civilization under the influence of the Church, especially of monasticism. Irish culture in the early Middle Ages and the educative influence of the Irish monks. The Carolingian revival. Celtic, Teutonic and Saracen contributions to Western culture and education. The growth of scholasticism and Christian mysticism. Mediæval culture. Types of mediæval education. The growth of the universities, their organization, work, privileges, influence. Mediæval masters and text-books. The mediæval educational system in the Fourteenth Century.

Monday, 4.15-5.55. PIERRE J. MARIQUE, Pd.D., Ph.D.
Second Semester.

EDUC. 207 a.—Comparative Education, I. (2 points.)

A comparative study of the historical development of the more important national systems of education in the Nineteenth Century.

Saturday, 11.05-12.45. PIERRE J. MARIQUE, Pd.D., Ph.D.
First Semester.

EDUC. 208 a.—Comparative Education, II. (2 points.)

A comparative study of the historical development of a few state systems of education in the United States.

Thursday, 4-6, W. 711. JOHN REDDEN, M.A.
Second Semester.

EDUC. 210 a.—The Social Trend in Modern Education. (2 points.)

Radical *vs.* conservative social theories and their educational meaning. A historico-philosophical study.

Saturday, 11.05-12.45. PIERRE J. MARIQUE, Pd.D., Ph.D.
Second Semester.

EDUC. 211 a - 212 a.—Educational Classics. (4 points.)

A critical study of the more important educational treatises in classical antiquity and in the Middle Ages. During the second semester modern times will be considered.

To be given in 1934-1935. PIERRE J. MARIQUE, Pd.D., Ph.D.

EDUC. 217 b.—Philosophy of Education, VII—Intellectual Education (a). (2 points.)

The intellectual faculty analyzed in its relation to the educative process. Examination of a few modern theories. The nature of knowledge and its relation to the thought process; theories of knowledge and the curriculum.

Tuesday, 4.15-5.55. FRANK D. WHALEN, Ph.D.
First Semester.

EDUC. 219 b.—Philosophy of Education, VIII. (2 points.)

Evaluation of the materials of instruction and the general principles of their organization in the curriculum, courses of study and actual teaching.

To be given in 1934-1935. REV. WILLIAM R. KELLY, M.A.

EDUC. 220 b.—Philosophy of Education, IX. (2 points.)

The Christian and pragmatic philosophy of life contrasted; their opposing cultures and consequent differences in educational aims, content and method. The works of some representative educators, past and present, will be examined and evaluated.

Saturday, 11.05-12.45. REV. WILLIAM R. KELLY, M.A.
Second Semester.

EDUC. 221 b.—Philosophy of Education, X—Moral Education. (2 points.)

The aim and importance of moral education. Historical survey. Various theories of the concept law, the moral nature of the individual; heredity; environment, will, habit; character education achieved through precept, example, supervision, religion.

To be given in 1934-1935. PIERRE J. MARIQUE, Pd.D., Ph.D.

EDUC. 222 b.—Philosophy of Education, XI—Æsthetic Education. (2 points.)

The nature of the beautiful. The æsthetic sentiment and its cultivation in work, speech, manners. The relation of æsthetic education to other phases of the educative process.

To be given in 1934-1935. PIERRE J. MARIQUE, Pd.D., Ph.D.

EDUC. 225 b.—Philosophy of Education, XII—Educational Agencies. (2 points.)

Formal and informal. The home, the Church, the apprenticeship system, the school—its evolution, types and functions. The school system; the educational system in its relation to other systems of the social organism.

To be given in 1934-1935. REV. WILLIAM R. KELLY, M.A.

EDUC. 228 b.—Philosophy of Education, VIII—The Teacher and His Preparation. (2 points.)

The essential qualifications of a good teacher. Different types of teachers and their special preparation. The religious teacher. The teacher and society.

Tuesday, 4.15-5.55. FRANK D. WHALEN, Ph.D.
Second Semester.

EDUC. 231 b.—Naturalism in Education. (2 points.)

After a brief survey of the modern systems of philosophy which claim the study of nature as their fountainhead, the course will consider their influence on teacher training, educational aims, ideals, content, and, incidentally, on literature, art and ethics.

Wednesday, 4.15-5.55. PIERRE J. MARIQUE, Pd.D., Ph.D.
Second Semester.

EDUC. 232 b.—Nationalism in Education. (2 points.)

A comparative study of the Christian and revived pagan concepts of the State and the bearing of these two concepts on educational policy, especially in the last hundred years.

Wednesday, 4.15-5.55. PIERRE J. MARIQUE, Pd.D., Ph.D.
First Semester.

EDUC. 233.—Industrial Education, I. (2 points.)

After a brief survey of industrial education before the Nineteenth Century, the course will consider the changes in aims, content, types of schools following the industrial revolution.

To be given in 1934-1935. PIERRE J. MARIQUE, Pd.D., Ph.D.

EDUC. 234.—Industrial Education, II. (2 points.)

A continuation of the above, the course now dealing especially with industrial education in the United States in the last twenty-five years.

To be given in 1934-1935.

EDUC. 241 c - 242 c.—Educational Psychology. (4 points.)

The present status of research on the following topics as they relate to educational theories and practices: First semester: heredity, growth and maturation; theories of instinct; emotion; motivation and personality adjustments; general and special capacities; uses and results of intelligence testing. Second semester: theories of learning; economy and guidance of learning; transfer of training; the higher thought processes; conditions affecting efficiency; personality and character.

Section A: Tuesday, 4.15-5.55. ROBERT T. ROCK, JR., Ph.D.
Both Semesters.

Section B: Friday, 7-8.40.
Both Semesters.

EDUC. 243 c.—Psychology of the Elementary School. (2 points.)

A critical survey of the most important research studies relating to the learning of arithmetic, spelling, reading, language and the social studies. Psychological data bearing upon recent modifica-

tions in instructional procedures will be considered. The educational implications of the magnitude of individual differences in ability and achievement will be treated.

Saturday, 11.05-12.45. ROBERT T. ROCK, JR., Ph.D.
First Semester.

EDUC. 244 c.—Psychology of the Secondary School. (2 points.)

A survey of the most important research studies relating to the learning of mathematics, English and foreign languages and the natural and social sciences in the high school.

Experimental evaluations of ability grouping will be studied and a brief consideration given to the psychological techniques proposed and employed for the guidance of secondary school pupils.

Saturday, 11.05-12.45. ROBERT T. ROCK, JR., Ph.D.
Second Semester.

EDUC. 247 c - 248 c.—Advanced Educational Psychology. (4 points.)

This course is for advanced students who are preparing to teach educational psychology or are preparing for the doctorate in educational psychology. In addition to an intensive study of the subject-matter of the most important divisions of this field, the course is designed to acquaint the student with the literature of the subject, current movements in the field and the work of the most important centers of research.

Wednesday, 4.15-5.55. ROBERT T. ROCK, JR., Ph.D.
Both Semesters.

EDUC. 249 d - 250 d.—Psychology of Childhood. (4 points.)

A study of the development of the normal child from birth to maturity, with emphasis on the period of rapid development in early childhood. Physical, mental, emotional and social development will be followed through a critical study and evaluation of recent experimental and observational studies. Opportunity will be afforded for observation of young children. EDUC. 249 d is a prerequisite for registration in EDUC. 250 d.

Saturday, 11.05-12.45. DOROTHEA A. MCCARTHY, Ph.D.
Both Semesters.

EDUC. 255 d - 256 d.—Statistical Methods in Education and Psychology. (6 points.)

The course is designed to enable the student to read educational and experimental articles employing statistical terms, to compute such statistical measures as are most commonly used in educational investigations, to interpret results of investigations using statistics and to recognize the assumptions on which various measures are based.

The following topics will be treated: graphic representation, central tendency, variability, correlation, regression and the use of tables of the normal curve, measures of relationship other than

the Pearson *r*, partial and multiple correlation, errors of measurement, sampling errors, derivations and assumptions underlying certain functions, and certain common statistical fallacies. The second meeting each week will be devoted to laboratory work. Training in the use of computational aids, such as calculating machines, slide rules, nomographs and tables, will be given. The arrangement of forms and the organization of the order of operations to reduce the labor in handling mass data will also be treated. The computations necessary in the illustrative problems assigned will be made by the student at this time.

(Substitution for language requirement: Upon recommendation of their Mentor, students majoring in Education may offer a satisfactory knowledge of statistics as a substitute for the language requirement for the M.A. degree or in place of one of the languages required for the Ph.D. degree.)

Lecture: Tuesday, 4.15-5.55. JACK W. DUNLAP, Ph.D.
Laboratory: Thursday, 4.15-5.55.
Both Semesters.

EDUC. 259 d - 260 d.—Test Construction and Theory. (4 points.)

This is an advanced course in measurements in education and psychology. Topics treated will include: assumptions underlying testing, criteria, reliability, validity, item analysis, sampling, norms and standardization techniques. Students will co-operate in the construction and standardization of a test. (Permission of the instructor required before enrolling.)

To be given in 1934-1935. JACK W. DUNLAP, Ph.D.

EDUC. 261 d.—Advanced Statistical Methods. (2 points.)

This is an advanced course in statistical methods for students who have completed EDUC. 255 d - 256 d or its equivalent. The course is designed for those students undertaking investigations in which the statistics studied in the first graduate course are inadequate or not appropriate for a complete analysis of data. The following topics will be treated: correction for attenuation, curvilinear correlation, contingency coefficients, biserial correlation, semi-partial correlation, partial multiple regression equations, and curve fitting.

Thursday, 7-8.40. JACK W. DUNLAP, Ph.D.
First Semester.

EDUC. 262 d.—The Organization of Ability. (2 points.)

An advanced course in measurements and statistics treating the work of Spearman, Kelley, Thurstone, Hotelling and others regarding the organization of ability. Methods for analyzing tables of intercorrelations into component factors will be given.

Thursday, 7-8.40. JACK W. DUNLAP, Ph.D.
Second Semester.

EDUC. 263 d.—Application of Tests to Educational and Vocational Guidance. (2 points.)

A critical study of the tests, rating scales and other devices, such as interest blanks, which have been proposed for educational and vocational guidance of the individual. Experimental studies involving these measures will be reviewed.

To be given in 1934-1935. ROBERT T. ROCK, JR., Ph.D.

EDUC. 265 d - 266 d.—Individual Mental Examination. (6 points.)

This course includes a discussion of the history and development of individual mental tests, together with an evaluation and interpretation of their results in the light of recent experimental studies. Students are trained in the techniques of administering, scoring and interpreting psychometric examinations. In the first semester, emphasis will be placed on the administration of the Stanford-Binet examination. In the second semester, emphasis will be placed on non-verbal performance tests and other special aptitude tests commonly used in clinical practice. This course is preparatory to psychometric work in schools and clinics, but does not include certification therefore.

Lecture: Wednesday, 4.15-5.55. DOROTHEA A. MCCARTHY, Ph.D.
Laboratory: Friday, 4.15-5.55.
Both Semesters.

EDUC. 275 e - 276 e.—The Curriculum. (4 points.)

A comprehensive view of basic considerations: historical, philosophical, sociological, psychological and experimental. Administrative and educational procedures involved in determining the objectives, contents and methods of curricula for elementary and secondary schools.

Wednesday, 4.15-5.55. REV. JAMES T. CRONIN, Ph.D.
Both Semesters.

EDUC. 277 e - 278 e.—Educational Administration, I-II. (4 points.)

The principles of educational administration. A first graduate course dealing with: State educational organization; city school organization and administration; administration of the educational program; teacher and pupil personnel; health education; operation and maintenance of school plant; supplies and equipment management; principles of business administration, financing and building.

Friday, 4.15-5.55. REV. JAMES T. CRONIN, Ph.D.
Both Semesters.

EDUC. 279 e - 280 e.—Educational Administration, III-IV. (4 points.)

The administration of the elementary school. This course will consider the status and problems of the elementary school principal, his function as a supervisor and his relation to progressive

education. There will be also a consideration of the procedures involved in the effective administration of an elementary school with critical consideration of the following major problems in elementary school administration: testing programs; classification and promotion of pupils; extra-curricular activities and financial controls; health program; attendance; discipline; school building standards; pupil guidance and adjustment; special classes; community relations.

Wednesday, 4.15-5.55. ROBERT L. BURNS, Ph.D.
Both Semesters.

EDUC. 281 e - 282 e.—Educational Administration, V-VI.
(4 points.)

The administration of the secondary school. This course will consider the relation of the secondary school to State and city school systems, to colleges and standardizing agencies; types and trends of secondary school organization; status of high school principal; school building, grounds and equipment; teacher load; principles of program making; testing programs; school records and reports; financial accounting; guidance; personnel problems; selection and assignment of teachers; health program; extra-curricula activities; cafeteria controls; student participation in government; curriculum organization; selection of text-books; examinations and marks; faculty meetings; publicity; community contacts.

Saturday, 11.05-12.45. ROBERT L. BURNS, Ph.D.
Both Semesters.

EDUC. 285 e - 286 e.—Educational Administration, VIII-IX.
(4 points.)

School finance. This course is intended for students in education, teachers and school officers who are interested in the problems of school finance. The following topics will be considered: sources of school revenue, apportionment of State school funds, school budget, control of school finances, comparative costs, financial accounting, school indebtedness, and financial publicity.

To be given in 1934-1935. ROBERT L. BURNS, Ph.D.

EDUC. 287 e - 288 e.—Educational Administration, X-XI.
(4 points.)

The legal basis of school organization and administration. This course will consider the fundamental principles underlying the relation of the State to education and the principles of case or common law which are applicable to practical problems of school organization and administration.

Saturday, 11.05-12.45, W. REV. JAMES T. CRONIN, Ph.D.
Both Semesters.

EDUC. 293 f - 294 f.—History of Educational Methods. (4 points.)

An advanced course for students who have an adequate background in the field of educational methods. The course will comprise a general survey and interpretation of the rise and development of methods of teaching with special consideration of those which have continued or have reappeared in varying forms or under different names, and an analysis of the traditions and education philosophies represented in present-day practices.

Saturday, 11.05-12.45, W. VERNA CARLEY, Ph.D.
Both Semesters.

EDUC. 301 - 302.—Seminar in the History and Philosophy of Education. (4 points.)

Tuesday, 4.15-5.55. PIERRE J. MARIQUE, Pd.D., Ph.D.
Both Semesters.

EDUC. 311 - 312.—Research in the History and Philosophy of Education. (4 points.)

For graduate students who are actually preparing a dissertation for the Doctor's degree in the field of history or philosophy of education.

Hours to be arranged. PIERRE J. MARIQUE, Pd.D., Ph.D.

EDUC. 341 - 342.—Research in Child Development. (2 or more points each semester.)

A study of methods and techniques of research in child development and the application of such procedures in co-operative or individual research projects under guidance. For advanced students only, by permission of the instructor.

Hours to be arranged. DOROTHEA A. MCCARTHY, Ph.D.

EDUC. 343 - 344.—Research in Statistics and Measurements. (2 or more points each semester.)

Advanced students will carry on co-operative or individual research projects under guidance. Registration only with the permission of the instructor.

Hours to be arranged. JACK W. DUNLAP, Ph.D.

EDUC. 345 - 346.—Research in the Psychology of Learning. (2 or more points each semester.)

Advanced students will carry on co-operative or individual research projects under guidance. Registration only with the permission of the instructor.

Hours to be arranged. ROBERT T. ROCK, JR., Ph.D.

EDUC. 347 ef - 348 ef.—Research in Administration and Methods. (2 or more points each semester.)

Methods of research and forms of reporting, from the view-point of administration and methods. Selected students will carry on productive research projects.

Tuesday, 4.15-5.55. REV. JAMES T. CRONIN, Ph.D.
Both Semesters.

EDUC. 401 - 402.—Dissertation Seminar.

(*Required of all candidates for M.A. and Ph.D.*)

This seminar is limited to those graduate students who are nearing the completion of their course requirements and who are beginning actual work in preparation of their dissertation. Brief direction in methods of research particular to the department will be given. This will be followed by Faculty direction of dissertation development. The individual student is expected to convince the presiding Faculty Committee, by reading from and by defending his dissertation as it takes shape through the year, that the subject he has chosen is of definite and limited range; that he is aware of the research already completed by others upon the topic; that he has a clear idea of his complete method of treatment, and of its importance to the world of knowledge.

Saturday, 9-10.40, W. 714. PIERRE J. MARIQUE, Pd.D., Ph.D.
Both Semesters. REV. GEORGE D. BULL, S.J.
FRANK D. WHALEN, Ph.D.

EDUC. 403 - 404.—Dissertation Seminar in Educational Psychology and Measurements.

Saturday, 9.15-10.55. ROBERT T. ROCK, JR., Ph.D.
Both Semesters. JACK W. DUNLAP, Ph.D.
DOROTHEA A. MCCARTHY, Ph.D.

EDUC. 405 - 406.—Dissertation Seminar in Educational Administration and Methods.

REV. JAMES T. CRONIN, Ph.D.
ROBERT L. BURNS, Ph.D.
VERNA CARLEY, Ph.D.

Section A: Wednesday, 7-8.40, W.
Section B: Saturday, 9.15-10.55, W.
Both Semesters.

ENGLISH

FACULTY COMMITTEE

English Literature since 1890:

American Literature:

Head of Department and Chairman of the Faculty Committee:
JOSEPH F. CASHMAN, Ph.D.

Conference hours—Tuesday and Thursday, 3.30-4.15; Saturday, 1.15-3.

Literary Criticism and Philosophy of Literature:

Head of Department: JOHN H. SCHIESWOHL, Ph.D.

English Literature to 1400:

Head of Department: JOHN REBER, M.A., Litt.D.

English Literature, 1400-1603:

Head of Department: REV. JOHN P. MONAGHAN, B.D., Ph.D.

English Literature, 1603-1798:

Head of Department and Secretary of the Faculty Committee:
JAMES E. TOBIN, Ph.D.

Conference hours—Wednesday and Friday, 2.45-4.15.

English Literature, 1798-1890:

Head of Department: JESSE H. HALEY, Ph.D.

UNDERGRADUATE COURSES

ENG. 13.—Precepts of Poetry. (2 points.)

(Required.)

The nature and province of poetry. The emotional, imaginative and intellectual element. Points of form. An examination of epic, lyric and dramatic poetry. General laws of versification, including the standard forms of verse: the ode, the sonnet, the Spenserian stanza, etc. The French forms of verse: the triolet, the rondeau, etc.

Monday, 4.15-5.55, W. — JOSEPH F. MORIARTY, M.A., LL.B.
First Semester.
Saturday, 9.15-10.55.
Second Semester.
Wednesday, 7-9. — DONALD F. CONNORS, M.A.
Either Semester.

ENG. 15.—Precepts of Prose. (2 points.)

The definition of literature. Characteristic qualities of the art. The four elements of literature: emotion, imagination, thought and form; discussion of each element. The finer points of style. The nature and province of prose. The function of the imagination. The intellectual element and points of form.

Saturday, 9.15-10.55. — JOSEPH F. MORIARTY, M.A., LL.B.
First Semester.
Monday, 4.15-5.55.
Second Semester.

ENG. 17.—Precepts of Oratory. (2 points.)
(Required.)

The theory of oratory. Analysis of oratorical masterpieces. Historical survey of the great orators. The preparation of briefs and the composition of speeches.

Tuesday, 4.15-5.55. FRANCIS P. DONNELLY, S.J.
Either Semester.

ENG. 21.—History of English Literature, I. (2 points.)
(Required.)

History of English literature from Beowulf to the Restoration. The development of prose and poetry. The growing interest in the drama. Shakespeare and his contemporaries.

Wednesday, 4.15-5.55.
First Semester.
Saturday, 9.15-10.55.
Second Semester. JESSE H. HALEY, Ph.D.
Friday, 7-8.40. DONALD CONNORS, M.A.
First Semester.

ENG. 22.—History of English Literature, II. (2 points.)
(Required.)

History of English literature from the Restoration to the present time. The classical, romantic and realistic schools. The development of the novel and the essay. Reading and study of the prose writers of the Eighteenth and Nineteenth Centuries.

Saturday, 9.15-10.55.
First Semester.
Wednesday, 4.15-5.55.
Second Semester. JESSE H. HALEY, Ph.D.
Friday, 7-8.40. DONALD F. CONNORS, M.A.
Second Semester.

ENG. 29.—American Literature. (2 points.)
(Required.)

A brief survey of colonial literature will be followed by a critical appreciation of the literary development of this country from Irving and Cooper to the present time. The origin and development of the American forms of the short story. The Eighteen-Nineties in America. The beginners of the new forms. Reading and study of the leading authors of each period.

Monday, 7-8.40. DONALD F. CONNORS, M.A.
Saturday, 1.15-2.55.
Either Semester.

ENG. 35.—Advanced English Composition, I. (2 points.)
(Required.)

This course will consist of practical, advanced work, based upon the consideration of diction, of sentence structure, and of paragraph development. It aims at the correction of errors commonly

found in the written work of advanced students. The laboratory method will afford regular exercise during every session. Longer essays will give opportunity for original work in exposition.

Thursday, 4.15-5.55.
Either Semester.
Saturday, 11.05-12.45.
First Semester. — JOHN H. SCHIESWOHL, Ph.D.
Tuesday, 7-8.40. — FRANCIS P. KILCOYNE, M.A.
Second Semester.

ENG. 36.—Advanced English Composition, II. (2 points.)
(Required.)

This course will consist of practical work in the writing of the following types of literature: the critical essay, the feature article, the editorial, the interview, the informal argument, the business letter, the after-dinner speech, the satire, the parody, the character sketch, the local color study, the dialogue, the episode, the familiar essay. The work will be profitable to those who, having a mastery over the mechanics of writing, desire a further knowledge of the modern applications of narration, description and argumentation.

Wednesday, 4.15-5.55.
Either Semester.
Saturday, 11.05-12.45.
Second Semester. — JOHN H. SCHIESWOHL, Ph.D.
Thursday, 7-8.40. — FRANCIS P. KILCOYNE, M.A.
First Semester.

ENG. 41 - 42.—Business English. (4 points.)

This course is especially designed to train the student to express his thoughts clearly and concisely and in accordance with the requirements of modern business. The essentials of business correspondence are clearly outlined, leading up to a thorough survey of the entire field of business writing, with special attention paid to report writing.

Wednesday, 6-7.40. — JAMES F. FALLON, A.B.
Both Semesters.

ENG. 71 - 72.—Dante: "Divine Comedy." (4 points.)

The most beautiful and significant parts of the poem will be read in English and commented. Particular attention will be paid to the political, social, intellectual and religious life in Italy in the Thirteenth Century. Conducted in English.

Thursday, 4.15-5.55, W. — ALEXANDER AUSILI, M.A.
Both Semesters.

ENG. 91.—Speech, I. (2 points.)

The elementary principles of speech training. A study of the international system of phonetic sounds and symbols. Theory and practice for developing controlled breathing, resonance, voice

quality, volume control and pitch range. Methods and practice for proficiency in enunciation and the correction of lisping and foreign accent. Opportunities for personal clinical aid will be given each student.

Friday, 4.15-5.55. GEORGE GLASGOW, M.A.
First Semester.

ENG. 92.—Speech, II. (2 points.)

Advanced voice, diction, and phonetics. Interpretive reading and types of the short speech will provide bases for habituating and combining the unit speech skills. The acquisition of easy, informal, yet clear and forceful diction will be stressed. Stuttering, vulgarisms, and provincialisms will be studied. This course is sufficiently flexible to provide advanced work according to individual student needs.

Friday, 4.15-5.55. GEORGE GLASGOW, M.A.
Second Semester.

ENG. 93.—Public Speaking. (2 points.)

An intensive practical course for teachers, school administrators and others who are interested in the equipment necessary for meeting an audience in business, social and professional situations. The essentials of oral expression-emphasis, pausing, phrasing, modulation and tempo in reading and speaking. Formal exercises to exemplify tone types in speaking, and understanding and appreciation in oral reading. The principles of gesture, types of gesture. A study of devices to secure effectiveness in public speaking-personality, self-confidence, enthusiasm, attention, interest, action. Drills and individual practice at each lesson.

Tuesday, 7-8.40. ARTHUR G. MULLIGAN, Mus.D.
Either Semester.

REQUIREMENTS FOR GRADUATE WORK IN ENGLISH

All general requirements, rules and regulations concerning registration, matriculation and degrees are stated on pages 12 to 19 of this catalogue, and the Faculty Committee will conclusively presume that the students are cognizant of them.

Each student should determine at the outset of his graduate work in which of the Departments in the field of English he is to do research, viz.: I, Criticism; II, Literature to 1400; III, from 1400 to 1603; IV, from 1603 to 1700; V, from 1700 to 1798; VI, from 1798 to 1890; VII, since 1890; VIII, American Literature. The student's dissertation is to be done in one of these fields, and a program of courses, fitting his chosen work, and preparing him for the Comprehensive Qualifying Examinations, is outlined early in his graduate career by his Mentor.

FOR THE M.A.: The minimum requirements for this degree are 30 semester hours of course work, the successful passing of a comprehensive examination, and the satisfactory completion of a dissertation. Of this minimum of 30 points the following are required: Anglo-Saxon or Chaucer; one 30-hour course in criti-

cism (courses designated by the symbol a); one 30-hour course in backgrounds (designated by the symbol b); and at least one 60-hour seminar in the field chosen for the dissertation. The remaining 20 points are to be taken in the Department of English, and at the direction of the student's Mentor.

The comprehensive examination for the Master's degree is a test of the student's general knowledge of English and American literature, and a means of proving his fitness as a candidate for a graduate degree.

Attendance in the Dissertation Seminar (ENG. 401 - 402) is required of all candidates for the M.A. Credit for completion of this seminar is not included in the minimum total of 30 semester hours.

FOR THE DEGREE OF PH.D.: The minimum requirements for this degree are 30 hours of course work, the successful passing of a comprehensive qualifying examination, the satisfactory completion of a dissertation and of an oral examination upon the same. Of this minimum of 30 points the following are required. Anglo-Saxon, Chaucer, and the History of the English Language; in addition to those already completed for the M.A., one 30-hour course in criticism; one 30-hour course in backgrounds, and 60 hours of seminar work in the field chosen for the dissertation. The remaining 14 points are to be taken in the Department of English and at the direction of the student's Mentor.

The comprehensive examination for the Doctor's degree will consist of an advanced test of the student's knowledge of literature and, particularly, of the field of specialization which he has chosen. The examination will be divided as follows: Part I: Philosophy of Literature, Literary Criticism, English Literature to 1400; Part II: English Literature, 1400-1660; Part III: English Literature, 1660-1798; Part IV: English Literature, 1798-1890; Part V: English Literature since 1890; American Literature; Part VI: Specialization.

Certain courses may be taken outside the Department of English, if they are allied to the student's work upon his dissertation, and if they are approved by his Mentor.

Attendance in the Dissertation Seminar (ENG. 401 - 402) is required of all candidates for the Ph.D. Credit for completion of this seminar is not included in the minimum total of 30 semester hours. This seminar is not given at the Summer Session.

ENG. 117.—Mediæval Literature in England, I. (2 points.)

Detailed study of English literature from its Celtic and Anglo-Saxon beginnings to the close of the Twelfth Century. Historical and legendary origins. Tracing of the developments in prose and in verse. The relationship of general European literature. The lives, works and literary influences of the principal authors. Linguistic changes and their effects upon the writings of the age. Scop and gleeman, runes, manuscripts. The cultural influence of the Church. Supplementary readings.

Friday, 4.15-5.55. DONALD F. CONNORS, M.A.
First Semester.

ENG. 118.—Mediæval Literature in England, II. (2 points.)

A thorough examination of the literature of England during the Thirteenth, Fourteenth and Fifteenth Centuries.

Friday, 4.15-5.55. DONALD F. CONNORS, M.A.
Second Semester.

ENG. 131 - 132.—English Literature, 1400-1603. (4 points.)

The decline of the mediæval and the rise of the Renaissance spirit in literature. The classical and contemporary European influences upon later thought and literary expression. The treatment of the drama will be limited to the period from John Heywood to Christopher Marlowe.

To be given in 1934-1935. JAMES E. TOBIN, Ph.D.
Both Semesters.

ENG. 133 - 134.—Shakespeare. (4 points.)

The twenty plays of Shakespeare that are most commonly read are discussed chronologically from the points of view of the practice of his contemporaries; of the growth of his "mind and art"; and of the customs, opinions and beliefs in the times. Comedy will be considered in the first semester; tragedy in the second.

Friday, 4.15-5.55. ERNEST S. QUIMBY, M.A.
Both Semesters.

ENG. 137 - 138.—English Literature, 1603-1700. (4 points.)

A detailed study of the non-dramatic literature of the Seventeenth Century. The philosophical and the courtly poetry of the early period. Milton's prose and Puritan thought. Dryden and the beginnings of English criticism. Foreign influences; contemporary ballads, pamphlets, diaries.

Tuesday, 4.15-5.55. JAMES E. TOBIN, Ph.D.
Both Semesters.

ENG. 145.—Milton and His Influence. (2 points.)

The poetry of Milton; minor works; a detailed study of *Lycidas, Comus, Samson Agonistes, Paradise Lost.* The influence of Milton upon the literature of the Eighteenth and early Nineteenth Centuries.

Saturday, 1.15-2.55. ERNEST S. QUIMBY, M.A.
First Semester.

ENG. 146.—Spenser. (2 points.)

Spenser's *Shepherd's Calender, Four Hymns, Sonnets,* and *Faerie Queene* (Books I, II, and III) are read in class, and the influence of Renaissance Platonism, the Pleiad, Ariosto and of the political and religious ideals of the time on Spenser's poetry are presented by lectures. Students should own: Dodge: *Spenser's Complete Works.*

Saturday, 1.15-2.55. ERNEST S. QUIMBY, M.A.
Second Semester.

ENG. 151 - 152.—English Literature, 1700-1798. (4 points.)

A chronological study of the century from the death of Dryden to the publication of the *Lyrical Ballads*. The work and influence of Addison, Steele, Swift, Pope; Gray, Collins, Warton; Goldsmith, Johnson, Burke; Cowper, Blake, Burns. The development of the novel. The rise of "romanticism."

Saturday, 9.15-10.55. JAMES E. TOBIN, Ph.D.
Both Semesters.

ENG. 161 - 162.—English Literature, 1798-1830. (4 points.)

The height of the romantic movement: Wordsworth, Coleridge, Shelley, Keats and Byron. Contemporary criticism of the movement. The novelists: Scott, Edgeworth, Austen. The essayists: Hazlitt, Lamb, Hunt, Landor, DeQuincey, North, Macaulay.

Thursday, 4.15-5.55. JESSE H. HALEY, Ph.D.
Both Semesters.

ENG. 165 - 166.—English Literature, 1830-1890. (4 points.)

The early Victorian period as a background for poetry; the inheritance from romanticism. Tennyson and Browning. The minor lyricists. The changing temper of the age; new sources of inspiration; the influence of science. The Pre-Raphaelites; the later poets. The novelists from Dickens to Hardy.

Saturday, 11.05-12.45. JESSE H. HALEY, Ph.D.
Both Semesters.

ENG. 171 - 172.—American Literature, 1800-1890. (4 points.)

A special study of the literary works and movements, the social, political and economic background, the literary philosophy of the principal authors of the Nineteenth Century in the United States.

Tuesday, 4.15-5.55. JOSEPH F. CASHMAN, Ph.D.
Both Semesters.

ENG. 173 - 174.—American Literature, 1890-1934. (4 points.)

A study of the literature and literary movements in the United States since 1890; their origins and the principal writers.

Saturday, 9.15-10.55. JOSEPH F. CASHMAN, Ph.D.
Both Semesters.

ENG. 175 - 176.—English Literature, 1890-1934. (4 points.)

A study of the literature and literary movements in Great Britain and Ireland since 1890; their origins and the principal writers.

Thursday, 4.15-5.55. JOSEPH F. CASHMAN, Ph.D.
Both Semesters.

ENG. 183.—The Short Story. (2 points.)

A critical study and appreciation. The short story in current literature. The types. Analysis of the various types: thematic, character, complication, atmosphere.

Tuesday, 7-8.40. JOSEPH F. CASHMAN, Ph.D.
First Semester.

ENG. 184 a.—Advanced Study of Poetry. (2 points.)

A study of the pleasures arising from the reading of poetry, the means used by the poet to produce these pleasures—the technique and forms of poetry—a wide reading in connection with these topics.

Tuesday, 7-8.40. JOSEPH F. CASHMAN, Ph.D.
Second Semester.

ENG. 185 - 186.—Survey of Gaelic Literature. (2 points.)

A knowledge of Gaelic will not be necessary in this course. The history of Irish literature from the days of the pre-Christian sagas, through the tales and syllabic poems of the Middle Ages; Keating's *History, the Annals of the Four Masters,* O'Bruadair and the poets of the Jacobite revolt (1689-1745), the decline of the Bardic system, the peasant poets of the penal laws (1691-1829), and the Gaelic revival (1898), will be traced, both from the insular angle and the world angle. Students taking the courses in modern Irish literature will find this useful as a background.

Thursday, 4.15-5.55. JOSEPH CAMPBELL.
First Semester.
or
Monday, 4.15-5.55.
Second Semester.

ENG. 187 b - 188 b.—The Mabinogion. (2 points.)

The *Mabinogion* are a collection of Welsh tales found in the fourteenth-century *Red Book of Hergest:* (1) tales, pre-Christian and prehistoric; (2) tales of the period of the Roman occupation of Britain; (3) tales of King Arthur; (4) the romance of the sixth-century bard, Taliesin. Students interested in Celtic myth, or doing work in the origins of English literature, will find this course helpful.

Monday, 7-8.40. JOSEPH CAMPBELL.
Either Semester.

ENG. 189 b - 190 b.—The Gaelic Epics. (2 points.)

This course will be given in English, and requires no knowledge of Gaelic. It will include a discussion of what the poets called "the prime stories of Ireland." The more important of these are "The Fate of the Children of Uisneach" (incorporating the famous Deirdre tale), "The Tain Bo Cuailgne" (Cattle-Raid of Cooley), "The Destruction of the Hostel of Da Derga," "The Colloquy of the Ancients" (tales of Fionn MacCumhaill and St. Patrick). Part of the work of students will be the synchronization and harmonizing of the stories with the epics of other lands, east and west.

Monday, 4.15-5.55. JOSEPH CAMPBELL.
First Semester.
Saturday, 9.15-10.55.
Second Semester.

ENG. 191 - 192.—Fairy and Folk-tales of Ireland. (2 points.)

Apart from her ancient Gaelic sagas, Ireland has a wealth of folk-tales and fairy-lore. In this course Dr. Douglas Hyde's and William Larminie's collections of stories gathered from the oral recital of Irish peasants will be studied in relation to the earlier Ossianic tales and poems. The type-story—step or ladder-type, transformation-type, *hubris*-type, retribution-type, *amadan*-type, chapbook-type, etc.—will be examined historically and æsthetically. The folk-tale has an important place in modern primary education, and this course should be of especial value to teachers in high schools.

Tuesday, 4.15-5.55. JOSEPH CAMPBELL.
First Semester.
or
Saturday, 11.05-12.45.
Second Semester.

ENG. 193 - 194.—The Poets of the Irish Renaissance. (2 points.)

The value of the contribution of the Irish poets of the last twenty-five years to English literature is generally recognized. One of their number will give this course, which will include a study of the bardic method of chanting verse. The poems of William Butler Yeats, A. E., Emily Lawless, Padraic Colum, Seumas O'Sullivan, James Stephens, Austin Clarke and F. R. Higgins will be considered æsthetically and technically.

Saturday, 9.15-10.55. JOSEPH CAMPBELL.
First Semester.
or
Tuesday, 4.15-5.55.
Second Semester.

ENG. 195 - 196.—The Irish Dramatists. (2 points.)

Irishmen have been prominent in English drama from the Seventeenth Century onwards. Selected scenes from the works of Congreve, Farquhar, Goldsmith, Sheridan, Yeats, Lady Gregory, Synge, Colum, Lennox Robinson and Daniel Corkery will be read aloud in class. Technique of speech and action, stage mechanics, the pattern of a play, etc., will be discussed.

Saturday, 11.05-12.45. JOSEPH CAMPBELL.
First Semester.
or
Thursday, 4.15-5.55.
Second Semester.

ENG. 397 - 398.—Seminar in Irish Studies. (2 points.)

Wednesday, 4.15-5.55. JOSEPH CAMPBELL.
Either Semester.

ENG. 201 - 202.—Anglo-Saxon. (4 points.)

An introductory course in the Anglo-Saxon language and literature. The main purpose of the course is to give students facility in reading English in its older and basic forms. Due attention is paid to phonology, inflection and syntax.

Saturday, 11.05-12.45. JOHN REBER, M.A., Litt.D.
Both Semesters.

ENG. 203 - 204.—Chaucer. (4 points.)

The class will read the more significant poems, with attention to the language, the verse, the sources, the literary characteristics and the historical background of the various works.

Wednesday, 4.15-5.55. JOHN REBER, M.A., Litt.D.
Both Semesters.

ENG. 205 - 206.—History of the English Language. (4 points.)

The course will deal with the following topics: the Indo-European family of languages; the Germanic languages; phonetics; the standard language and the dialects; the English vocabulary; the development of the English sounds; English inflections.

Thursday, 4.15-5.55. JOHN REBER, M.A., Litt.D.
Both Semesters.

ENG. 207 - 208.—Beowulf and the other Heroic Poems. (4 points.)

Saturday, 1.15-2.55. JOHN REBER, M.A., Litt.D.
Both Semesters.

ENG. 221 b - 222 b.—Social Backgrounds of Early English Literature. (4 points.)

A study of the social conditions in each period will be made by means of assigned readings and lectures. The more important works will be considered in relation to national life and influences. The reactions of the author's personality to contemporary ideals will be observed.

Monday, 4.15-5.55. REV. JOHN P. MONAGHAN, B.D., Ph.D.
Both Semesters.

ENG. 229 - 230.—English Drama before Shakespeare. (4 points.)

A chronological study of the development of dramatic theory in England, from its origins to the work of the University wits. The first semester will consider the drama of the mediæval Church, English and Continental, the guild drama, and the moralities. The second semester will treat of Tudor drama from John Heywood to Christopher Marlowe.

Wednesday, 4.15-5.55. JAMES E. TOBIN, Ph.D.
Both Semesters.

ENG. 281 a.—Philosophy of Literature. (2 points.)

This course will explain the basic factors of literature. It will start with a consideration of the Scholastic philosophical aspects of the beautiful and the good. On this philosophy as a foundation it will construct a definition of literature.

Tuesday, 4.15-5.55. JOHN H. SCHIESWOHL, Ph.D.
First Semester.

ENG. 282 a.—Principles of Literary Criticism. (2 points.)

This course will offer considerations on the nature of criticism, the intellectual element, the emotional element, the imaginative element. It will give norms for criticizing poetry, prose and drama as literary forms.

Tuesday, 4.15-5.55. JOHN H. SCHIESWOHL, Ph.D.
Second Semester.

ENG. 311 - 312.—Seminar: Middle English. (4 points.)

The Middle English language; metrical romances; *Piers the Plowman.*

Friday, 4.15-5.55. JOHN REBER, M.A., Litt.D.
Both Semesters.

ENG. 325 - 326.—Seminar: National Life in English Literature. (4 points.)

Wednesday, 4.15-5.55. REV. JOHN P. MONAGHAN, B.D., Ph.D.
Both Semesters.

ENG. 357 - 358.—Seminar: English Literature, 1660-1750. (4 points.)

(*Required for students majoring in the Seventeenth or in the Eighteenth Century.*)

A study of English "classicism."

Monday, 4.15-5.55. JAMES E. TOBIN, Ph.D.
Both Semesters.

ENG. 367 - 368.—Seminar, English Literature, 1798-1890. (4 points.)

Saturday, 1.15-2.55. JESSE H. HALEY, Ph.D.
Both Semesters.

ENG. 377 - 378.—Seminar: Contemporary Literature, 1890-1934. (4 points.)

Saturday, 11.05-12.45. JOSEPH F. CASHMAN, Ph.D.
Both Semesters.

ENG. 401 - 402.—Dissertation Seminar.

(*Required for all candidates for M.A. and Ph.D.*)

On completion of their course requirements all students seeking graduate degrees must attend this seminar. Brief direction in methods of research will be given, followed by Faculty direction of dissertation development. The individual student is expected to convince the presiding Faculty Committee, by reading from and by defending his dissertation as it takes shape through the year, that the subject he has chosen is of definite and limited range; that he is aware of the research already completed by others upon the topic; that he has a clear idea of his complete method of treatment, and of its importance to the world of knowledge.

Friday, 4.15-5.55, W. JOSEPH F. CASHMAN, Ph.D.
Both Semesters. JOSEPH CAMPBELL.
JESSE H. HALEY, Ph.D.
REV. JOHN P. MONAGHAN, B.D., Ph.D.
JOHN REBER, M.A., Litt.D.
JOHN H. SCHIESWOHL, Ph.D.
JAMES E. TOBIN, Ph.D.

FRENCH

Head of Department: ERNEST CHENEL, Ph.D.
Conference hours: Daily, 3.30-4.15; Saturday, 12.45-1.15.

UNDERGRADUATE COURSES

FRENCH 1 a - 2 a.—Elementary French. (4 points.)

This course comprises the rudiments of grammar, syntax and the inflection of the verbs; special attention is given to correct pronunciation. The entire syntax and irregular verbs will be covered.

Monday, 4.15-5.55. D. J. SPAGNOLI, M.A.
Both Semesters.

FRENCH 3 a.—Intermediate French. (2 points.)

An intensive course of review grammar covering the difficult phases of composition, reading and idiomatic expressions. It is particularly designed to facilitate studies for those who intend to continue French and to enable the graduate student to qualify for the reading requirement in French.

Saturday, 9.15-10.55. D. J. SPAGNOLI, M.A.
First Semester.

FRENCH 11 - 12.—College French. (4 points.)

This course includes practical exercises in prose composition, dictation, conversation, home and class readings. Designed for students who have had two years of high school French and who wish to continue their studies. Texts: Scribe and Legouvé: *Bataille de dames;* Corneille: *Le Cid;* François: *Alternate Exercises for Introductory French Prose Composition.*

Saturday, 11.05-12.45. D. J. SPAGNOLI, M.A.
Both Semesters.

FRENCH 18.—Advanced French Composition and Reading. (2 points.)

An intensive and comprehensive course of the most difficult sentence construction in French, covering that part of the grammar considered idiomatic. Rapid reading in a modern author. Texts: Bouvet: *French Syntax and Composition;* Bazin: *Une tache d'encre.*

Saturday, 9.15-10.55. D. J. SPAGNOLI, M.A.
Second Semester.

FRENCH 21 - 22.—Conversational French. (4 points.)

(Prerequisite: Two years of high school French.)

A course in conversational French designed for those who wish to acquire greater facility and ease in expressing themselves in the vernacular. In order to afford greater diversity of topics of con-

versation, a part of the period is devoted to discussion of current events in French. Phonetics are included also to improve pronunciation.

Wednesday, 4.15-5.55. D. J. SPAGNOLI, M.A.
Both Semesters.

FRENCH 35.—Classic Age of French Literature. (2 points.)

A study of the classical tragedy of the Seventeenth Century of French literature; reading of several plays of Corneille and Racine; sight and prepared reading; conversation; theme writing. Texts: Corneille: *Le Cid;* Horace, *Polyeucte;* Racine: *Andromaque, Britannicus, Athalie.*

Thursday, 2-3.40. EMIL SAMRA, L.ésL.
First Semester.

FRENCH 36.—Classic Age of French Literature (Continued). (2 points.)

Reading of several plays of Molière and one hundred fables of LaFontaine; sight reading; conversation; theme writing. Texts: Molière: *Le Misanthrope, Les Précieuses Ridicules, Le Bourgeois Gentilhomme, Le Médecin Malgré lui;* LaFontaine: *One Hundred Fables.*

Thursday, 2-3.40. EMIL SAMRA, L.ésL.
Second Semester.

FRENCH 41 - 42.—La Littérature Expliquée. (4 points.)

A study of the writings of various authors. Designed to develop power of expression, build vocabulary and aid in the comprehension of readings. Especially beneficial to prospective teachers of French who will use the direct-method.

Thursday, 4.15-5.55. D. J. SPAGNOLI, M.A.
Both Semesters.

REQUIREMENTS FOR GRADUATE WORK IN FRENCH

All general requirements, rules and regulations concerning registration, matriculation and degrees are stated on pages 12 to 19 of this catalogue, and the Faculty Committee will conclusively presume that the students are cognizant of them.

Students are required to complete successfully all undergraduate courses or their equivalent before they can be admitted to any course marked 100 or more.

Candidates for graduate degrees are expected to have a fair ability to read and write French, and to understand the spoken language.

All candidates for graduate degrees should confer with the Head of the Department some time shortly after the opening of the University session.

The student's dissertation is to be done in one of the special fields of French literature, and a program of courses, fitting his chosen work, and preparing him for the Comprehensive Qualifying Examination, is outlined early by his Mentor.

Certain courses (not to exceed eight semester hours) may be taken outside of the Department of French, if they are closely allied to the student's work in his Major and if they are approved by his Mentor.

It is expected that students will confer as often as possible with the Head of the Department during their graduate career; it is from continuing contacts, from the result of examinations, and from frequent discussions of their individual problems that their scholarly attainment in graduate work can be determined.

FOR THE M.A.: The minimum requirements for this degree are 30 semester hours of course work, the successful passing of a comprehensive examination, and the satisfactory completion of a dissertation of 8,000 to 10,000 words. Of this minimum of 30 points, some special courses are required and will be indicated in the student's program by his Mentor; such courses must include, at least one 30-hour seminar, history of the French language, and certain prescribed courses given in French.

The comprehensive examination for the Master's degree is a test of the student's general knowledge of French literature and a means of proving his fitness as a candidate for a graduate degree.

Candidates who have successfully passed the comprehensive examination are obliged to attend the 60-hour Dissertation Seminar, which is not to be included in the minimum of thirty required points.

FOR THE DEGREE OF PH.D.: The minimum requirements for this degree are 30 semester hours of course work in addition to the course work for the Master's degree, the successful passing of a comprehensive examination, the satisfactory completion of a dissertation of 18,000 to 25,000 words and an oral examination upon the same. Of this minimum of 30 points, some courses are required and will be indicated to the students by their Mentor; such required courses must include, in addition to those already completed for the M.A., at least 30 hours of seminar study, Morphology and Semantics, Social Background of French Literature, and certain prescribed courses given in French.

The comprehensive examination for the Doctor's degree will consist of an advanced test of the student's knowledge of French literature and civilization and of the field of specialization which he has chosen.

Attendance in the 60-hour Dissertation Seminar is required of all candidates for the Ph.D. Credit for the completion of this seminar is not included in the minimum of 30 semester hours.

UNDERGRADUATE AND GRADUATE COURSES

FRENCH 115.—The Feudal French Epics and Mediæval Romances. (In French.) (2 points.)

A lecture course on the *"Chansons de geste"* and the great mediæval romances. The various cycles. The Jugglers, the Troubadours, the Trouvères. Special attention will be given to the famous *"Chanson de Roland,"* which will be thoroughly analyzed and explained.

Tuesday, 4.15-5.55. ERNEST CHENEL, Ph.D.
First Semester.

FRENCH 125.—Pre-Renaissance French Literature. (In French or in English.) (2 points.)

A lecture course on the literature of the Fourteenth and Fifteenth Centuries. Special attention will be given to the following: the end of the Middle Ages, Les Grands Rhétoriqueurs, the Chansons of Charles d'Orléans, the Testaments of Villon, Chronicles, Memoirs, translations, the Theater.

Wednesday, 4.15-5.55. ERNEST CHENEL, Ph.D.
First Semester.

FRENCH 133.—French Literature in the First Half of the Seventeenth Century. (In French or in English.) (2 points.)

Lectures on the literary, social and philosophic movement from 1600 to 1660. The course will deal with the following topics: Pre-classicism, Malherbe and the reform of poetry, Balzac and the reform of the prose, formation of the classic ideal, Académie Française, Hôtel de Rambouillet, the Précieuses, Corneille and classical tragedy, Descartes and philosophy, Pascal and theology, Port Royal and Jansenism.

Friday, 4.15-5.55. ERNEST CHENEL, Ph.D.
First Semester.

FRENCH 134.—The School of 1660. (In French or in English.) (2 points.)

This course aims to bring out the chief characteristics of the golden age of French classic literature, or "School of 1660." It will emphasize the following topics: meaning of the classic ideal, with comparison of the ideals of the other periods; direct influence of Louis XIV. on art and letters; Boileau and rationalistic theories; Racine and classic tragedy; Molière and classic comedy; LaFontaine and the fable; the moralists: La Rochefoucauld and La Bruyère; pulpit oratory: Bossuet and Bourdaloue; Mme. de Sévigné and the epistolary *genre.*

Friday, 4.15-5.55. ERNEST CHENEL, Ph.D.
Second Semester.

FRENCH 147.—Nineteenth Century French Literature. (In French or in English.) (2 points.)

A course of lectures on the foremost writers of the Nineteenth Century, including a rapid survey of the Romantic movement and a critical study of the subsequent literary schools (realism, nat-

uralism, Parnasse, symbolism) in the domain of the French novel, drama and poetry.

Saturday, 1.15-2.55. LUCIENNE VAN DE CAVEYE.
First Semester.

FRENCH 150.—Contemporary French Writers, 1885-1933. (In French or in English.) (2 points.)

This course will comprise a brief survey of the progress of French literature during the period indicated and will deal particularly with the development of the novel of the present day as represented by Proust, Gide, Rolland, Duhamel, Mauriac, Giraudoux, Maurois, etc. Collateral reading, papers, class discussions.

Saturday, 11.05-12.45. HENRI M. BARZUN, Ph.D.
Second Semester.

FRENCH 156.—Development of the French Novel. (In French or in English.) (2 points.)

A lecture course on the various forms which the French novel has taken successively from the Sixteenth Century down to our own time. Thus it will be seen that the French novel may be classified as follows: (1) the novel of chivalry and adventure; (2) the pastoral novel; (3) the epistolary novel; (4) the psychological novel; (5) the historical novel; (6) the social novel; (7) the rustic novel; (8) the realistic novel; (9) the so-called *"roman à thèse."* The more important works will be analyzed and their authors biographically described.

Saturday, 11.05-12.45. LUCIENNE VAN DE CAVEYE.
Second Semester.

FRENCH 161.—Evolution of French Lyric Poetry. (In French or in English.) (2 points.)

A lecture course on the evolution of French lyric poetry from the Middle Ages to the end of the Nineteenth Century. Each intervening century will be examined separately. Both the biography and the masterpieces of the foremost lyrical poets will be presented in a comprehensive way. Poems which have received the stamp of immortality will be clearly explained.

Saturday, 11.05-12.45. HENRI M. BARZUN, Ph.D.
First Semester.

FRENCH 175.—Catholic French Literature. (In French.) (2 points.)

A course of lectures on those Catholic French writers whose genius has become universally recognized. The course will deal with apologists, moralists, polemicists, dramatists, novelists, critics and poets, covering a period of about two hundred years from the middle of the Seventeenth Century to the present time. The biography, personality, works, style and influence of the authors will be discussed.

Saturday, 11.05-12.45. LUCIENNE VAN DE CAVEYE.
First Semester.

FRENCH 180.—History of French Thought. (In French.) (2 points.)

This course will present the evolution of French thought from the Middle Ages to the present day and will include the following topics and authors: Scholasticism; Rabelais, Montaigne; Descartes, Pascal, La Rochefoucauld, La Bruyère, Bossuet; Voltaire, Rousseau; Renan, Comte, Bergson; the revival of Catholic thought.

Saturday, 11.05-12.45. ERNEST CHENEL, Ph.D.
Second Semester.

FRENCH 188.—Social Background of French Literature in the Nineteenth Century. (In French.) (2 points.)

Thought and manners under the Empire and Restoration; social and literary types; Romanticism and *"le mal du siécle."* The Second Republic and the Second Empire; religious discussions and social agitation. The Third Republic; historical and political settings; social, æsthetic and philosophic movement.

Saturday, 9.15-10.55. HENRI M. BARZUN, Ph.D.
Second Semester.

FRENCH 190.—Advanced French Phonetics. (2 points.)

This course, after a rapid review of the elementary principles of phonetics, will emphasize the rule and technique of correct speech in connected whole, with special attention to liaison, assimilation and dissimilation, inflexion, expression and rhythm. Its aim is to teach students the Parisian pronunciation and to give them a practical method of teaching phonetics to their own pupils. Abundance of individual drill to remedy the particular mistakes of each student. Phonograph records and dictaphone machines will be used for reproduction and the preparation of exercises.

Wednesday, 4.15-5.55. ERNEST CHENEL, Ph.D.
Second Semester.

Methods of Teaching Modern Language in Secondary Schools.

Cf. EDUC. 141 f - 142 f.

COURSES FOR GRADUATE STUDENTS ONLY

FRENCH 220.—Development of the French Drama. (In French.) (2 points.)

A lecture course on the evolution of the French drama from mediæval times to our own days. The religious plays. The farce. The comedy. The classical drama. The modern drama.

Saturday, 1.15-2.55. LUCIENNE VAN DE CAVEYE.
Second Semester.

FRENCH 225.—Explication de Textes. (In French.) (2 points.)

The method used in this course will be the *"Explication de Textes"* as practiced in the French educational system by universities and *lycées*. A certain number of typical pages from representative writers will be thoroughly studied, both from the point of

view of ideas and expression. All students will have an opportunity to take an active part in the course, which is intended to train them to read and interpret French texts accurately and to develop their faculties for literary appreciation.

Saturday, 11.05-12.45. ERNEST CHENEL, Ph.D.
First Semester.

FRENCH 233.—French Stylistics. (In French.) (2 points.)

Study of finer shades of French idioms and peculiarities of French style through study of French texts from a linguistic point of view and especially through writing in French and translating English literary works in French. Open to students who have already a command of French grammar and the ability to write French correctly.

Saturday, 9.15-10.55. HENRI M. BARZUN, Ph.D.
First Semester.

FRENCH 290.—Victor Hugo and His Influence. (In French.) (2 points.)

A lecture course on Victor Hugo, the greatest poet and most versatile writer of the Nineteenth Century. This course will include: (1) an extensive study of Hugo's life, personality, philosophy and genius; (2) a comprehensive analysis of his various poems, dramas and novels based on modern criticism; (3) reading of some of his best works; (4) the rules of French versification will be explained and illustrated, in connection with the study of Hugo's poems.

Tuesday, 4.15-5.55. ERNEST CHENEL, Ph.D.
Second Semester.

FRENCH 293.—Introduction to Romance Philology. (In French.) (2 points.)

This course will deal with the following subjects: the origin and history of the Romances languages with special reference to French; the elements of French phonology and morphology; studies in old French, and reading of selected Romance texts of the earliest monuments. This course should be made a requisite part of the pedagogic equipment of every teacher of French.

Thursday, 4.15-5.55. ERNEST CHENEL, Ph.D.
First Semester.

FRENCH 294.—Introduction to French Linguistics. (In French.) (2 points.)

This practical course will deal with semantics or that branch of philology which is concerned with the study of the meanings of the words and the development of meanings; it will comprise the following topics: how words originate; their evolution; their reciprocal reaction; how they disappear. This course will prove most beneficial for a better understanding, not only of the French language, but of English as well.

Thursday, 4.15-5.55. ERNEST CHENEL, Ph.D.
Second Semester.

FRENCH 301.—Seminar: Research in the History of the Mediæval Drama. (2 points.)

Monday, 4.15-5.55. ERNEST CHENEL, Ph.D.
First Semester.

FRENCH 302.—Seminar: Research in Poetry in the Nineteenth Century. (2 points.)

Baudelaire. Verlaine.

Monday, 4.15-5.55. ERNEST CHENEL, Ph.D.
Second Semester.

FRENCH 401 - 402.—Dissertation Seminar.

(*Required for all candidates for M.A. and Ph.D.*)

This seminar is limited to those graduate students who are nearing the completion of their course requirements and who are beginning actual work in preparation of their dissertation. Brief direction in methods of research particular to the department will be given. This will be followed by Faculty direction of dissertation development. The individual student is expected to convince the presiding Faculty Committee, by reading from and by defending his dissertation as it takes shape through the year, that the subject he has chosen is of definite and limited range; that he is aware of the research already completed by others upon the topic; that he has a clear idea of his complete method of treatment, and of its importance to the world of knowledge.

Saturday, 9.15-10.55. ERNEST CHENEL, Ph.D.
Both Semesters.

GERMAN

Head of Department: ALFRED A. TAUSK, M.A.
Conference hours: Thursday and Friday, 3.45-4.15.

UNDERGRADUATE COURSES

GERMAN 1 - 2.—Elementary Course. (4 points.)

No previous knowledge of German required. The course offers an excellent opportunity to those desiring to begin the study of German, and to graduate students looking forward to meeting the language requirement for advanced degrees. The main emphasis is laid on developing reading ability and acquisition of vocabulary. Essential principles of grammar and easy conversation are included in the course in so far as these elements will further the chief aim, namely, developing reading ability.

Friday, 4.15-5.55. ALFRED A. TAUSK, M.A.
Both Semesters.

GERMAN 13.—Intermediate Reading. (2 points.)

(Prerequisite: GERMAN 1 - 2 or equivalent.)

The course is designed especially for those who have completed the elementary course and who wish to increase their reading

knowledge of German. It includes translation and sight-reading in texts selected on the basis of variety of style, vocabulary and interest. It will appeal especially to those who studied German some time ago and wish an opportunity for review.

Thursday, 4.15-5.55. ALFRED A. TAUSK, M.A.
First Semester.

GERMAN 14.—Intermediate Reading. (2 points.)

The course continues the objectives described in GERMAN 13, but is not dependent upon it. It aims further to develop reading-power and is an excellent preparation for the more advanced courses.

Thursday, 4.15-5.55. ALFRED A. TAUSK, M.A.
Second Semester.

GERMAN 15.—College German, I—German Classics. (2 points.)

Lessing: A brief survey of the life of Lessing and his place in literature. *Minna von Barnhelm* is read, with conversation in German based upon the text. Reports and discussions. The course will help the student understand and study with profit the classical period of German literature.

Saturday, 9.15-10.55. ALFRED REMY, M.A.
First Semester.

GERMAN 16.—College German, II—German Classics. (2 points.)

Schiller: A brief survey of the life of Schiller and his place in literature. *Wilhelm Tell* is read, with conversation in German based upon the text. Reports and discussions. The course will help the student understand and study with profit the classical period of German literature.

Saturday, 9.15-10.55. ALFRED REMY, M.A.
Second Semester.

GERMAN 17.—College German, III—German Classics. (2 points.)

Goethe: A brief survey of the life of Goethe and his place in literature. *Hermann und Dorothea* is read, with conversation in German based upon the text. Reports and discussions. The course will help the student understand and study with profit the classical period of German literature.

Not given in 1933-1934.

GERMAN 21 - 22.—Conversation and Composition. (4 points.)

(Prerequisite: Two years of German or equivalent.)

Composition includes a rapid review of German grammar practically applied in the translation of sentences and connected prose illustrating particular principles. Conversation is based on topics

of general interest drawn from newspapers and other sources. Later, translation of shorter connected stories and original composition, including letter-writing, is attempted.

Wednesday, 4.15-5.55. ALFRED REMY, M.A.
Both Semesters.

UNDERGRADUATE AND GRADUATE COURSES

GERMAN 101.—History of German Literature. (2 points.)

(Prerequisite: A reading knowledge of German.)

Emphasis will be placed on the general characteristics of important epochs and the influence of political, social and religious tendencies upon literary movements. Early Germanic poetry. The Sagas and their origin. Early monuments. The Court epic and the popular epic. Minnesong. Didactic poetry. Mastersong. Folk-song. The early drama. The Renaissance. Humanism, the Reformation—Luther, Sachs. Opitz. Gottsched. Influence of the age of Frederick the Great and of Rousseau. Pietism. Rationalism. Kant. Lectures. Readings from selected works with reports and discussions.

Saturday, 1.15-2.55. ALFRED REMY, M.A.
First Semester.

GERMAN 102.—History of German Literature. (2 points.)

The dawn of the classic period. Klopstock. Lessing. Wieland. Herder. Storm and Stress. Goethe. Schiller. The older Romanticists. The War of Liberation. Later Romanticists. The Suabian poets. *Das junge Deutschland.* Heine. Realism. The novel and short story. The transition period after 1870. Origin and growth of naturalism. General survey at the close of the Nineteenth Century.

Saturday, 1.15-2.55. ALFRED REMY, M.A.
Second Semester.

GERMAN 131.—Goethe's "Faust." (2 points.)

Study of sources: The original legend and the puppet-plays. Their impression upon the young Goethe. His earliest conception. Genesis and first sketch (Urfaust). Goethe's life experiences as motives of the drama. Special emphasis on the Gretchen episode. Lectures, readings, reports, discussions.

Friday, 4.15-5.55. ALFRED A. TAUSK, M.A.
First Semester.

GERMAN 132.—Goethe's "Faust." (2 points.)

Continuation of GERMAN 131. The closing scene of Part II as bearing upon the fulfilment of the original contract. Goethe's final conception and treatment of the whole subject. A life-work, its universal import and ethical significance. Goethe's work compared with those of Marlowe, Lessing, Maler, Muller and Lenau.

Friday, 4.15-5.55. ALFRED A. TAUSK, M.A.
Second Semester.

GERMAN 141 - 142.—The Storm and Stress Period of German Literature. (4 points.)

Its connection with contemporary movements in European literature; its relation to Klopstock, Wieland, Lessing, Herder, Rousseau; the stress on individualism; the leaders—Wagner, Müller, Leisewitz, Lenz, Klinger, Goethe, Schiller. The elemental force and extraordinary effect of their youthful works; differences of their view of life; sameness of their ultimate moral aims. Lectures, readings, discussions, reports.

Not given in 1933-1934. ALFRED A. TAUSK, M.A.

Methods of Teaching Modern Language in Secondary Schools.

Cf. EDUC. 141 f - 142 f.

COURSES FOR GRADUATE STUDENTS ONLY

GERMAN 201.—Middle High German. (2 points.)

The principles of phonology and grammar are studied in connection with selections from the Nibelungenlied, Hartmann von Aue, Wolfram von Eschenbach, Gottfried von Strassburg and Walther von der Vogelweide. The student is thus made acquainted with the general style of the folk-epic, the court-epic and the minnesong. The course is planned as a natural introduction to the study of Old High German.

Saturday, 11.05-12.45. ALFRED REMY, M.A.
First Semester.

GERMAN 202.—Old High German. (2 points.)

The student who has completed the course in Middle High German is advised to continue with the course in Old High German. He will thus obtain a comprehensive view of the German language from its earliest beginnings to the present time. In connection with the phonology, the laws of the First and Second Sound-shift are presented in detail. The reading consists of selections from *Tatian, Otfried, Ludwigslied* and *Muspilli.*

Saturday, 11.05-12.45. ALFRED REMY, M.A.
Second Semester.

GERMAN 203 - 204.—Gothic. (4 points.)

Being the oldest of the Germanic languages, the phonology and inflections of Gothic correspond in general to Primitive Germanic, and for this reason Gothic offers a natural starting point for the study of Germanic Philology. The First sound-shift (Grimm's Law, supplemented by Verner's) is presented in detail. Great stress is laid on etymology, tracing the Gothic words to their remote Indo-European ancestors and following their development in the Germanic languages of the present day.

Hours to be arranged. ALFRED REMY, M.A.
Both Semesters.

GERMAN 301 - 302.—Hebbel. (4 points.)

Hours to be arranged. ALFRED A. TAUSK, M.A.
Both Semesters.

HISTORY

FACULTY COMMITTEE

Science and Method of History;

Philosophy of History;

Antiquities and Middle Ages:

Head of Department and Chairman of Faculty Committee:
REV. DEMETRIUS B. ZEMA, S.J.
Conference hours: Monday, Thursday, Friday, 3-4.

Modern European History:

Head of Department: REV. LAURENCE K. PATTERSON, S.J.
Conference hours: Tuesday, Thursday, 3-4; Saturday, 10-10.40.

Spanish Civilization and American History:

Head of Department: JOHN SCHULER, Ph.D.
Conference hours: Monday, Wednesday, 3-4; Saturday, 10.40-11.40.

DEPARTMENTAL REQUIREMENTS

All general requirements, rules and regulations concerning registration, matriculation and degrees are stated on pages 12 to 19 of this catalogue, and the Faculty Committee will conclusively presume that the students are cognizant of them.

On registration, graduate students should consult the Chairman of the Faculty Committee to receive instruction regarding special requirements in the Department of History and to receive syllabus for the Comprehensive Examination.

In the Department of History no minors will be admitted for credits towards a degree which are outside of the field of History, except the course in Scholastic Philosophy, where it is required.

Attention is drawn to the courses designated as "required."

Lectures will be supplemented by atlas studies, required and suggested readings, reports, round-table discussions and quizzes.

UNDERGRADUATE COURSES

HIST. 3.—Christian Era, I. (2 points.)
(Required.)

The Church in the Apostolic Age; the Primitive Primacy; the Church and the Roman Empire; obstacles to the spread of the Catholic Faith; the "Martyr" Age; the conversion of the Roman Empire; the policy of Constantine. The Council of Nicæa; the Arian crisis. The collapse of the Western Empire; the barbarian invasions. The See of Rome and the origins of mediæval culture. The "Dark Ages" monasticism.

Monday, 4.15-5.55. REV. LAURENCE K. PATTERSON, S.J.
First Semester.

HIST. 4.—Christian Era, II. (2 points.)

(Required.)

Charlemagne and the foundation of the "Holy Roman Empire." The Normans. The "Iron Age" of the Papacy. The Teutonic emperors and the Church. Hildebrand and his mission. The struggle between Papacy and Empire. The Inquisition. The Avignon Papacy. The Black Death and its effects. The Great Schism of the West. The "Conciliar" movement. John Huss. The Turkish Menace. The Renaissance and the Church. Decline of Mediæval Christendom.

Monday, 4.15-5.55. REV. LAURENCE K. PATTERSON, S.J.
Second Semester.

HIST. 5.—Christian Era, III. (2 points.)

(Required.)

Erasmus and his influence. Germany on the eve of the Reformation. Luther and his revolt. Causes of the spread of the movement. Charles V. as "Emperor of Europe." The Peace of Augsburg (1555). Zwingli. Calvin and his influence. The "Aquinas of Protestantism." Henry VIII. and the origins of Anglicanism. The Elizabethan Religious Settlement. The Council of Trent and the Counter-Reformation. St. Ignatius and his work.

Wednesday, 7-8.40. DANIEL J. BELLEW, M.A.
First Semester.

HIST. 6.—Christian Era, IV. (2 points.)

(Required.)

The Thirty Years' War. The Peace of Westphalia (1648). Gallicanism and Jansenism. The growth of Deism. The suppression of the Society of Jesus. The French Revolution and the Church. Napoleon and the Church. The Church under the Metternick régime. The struggle with "Liberalism." Italian Unification and the Holy See. The Council of the Vatican. Bismarck and the "Kulturkampf." The Pontificate of Leo XIII. "Christian Democracy." Pius X. and his work. The "modernist crisis." Benedict XV. and the World War. The Church in the contemporary world. Missionary activity. The Church in South America.

Wednesday, 7-8.40. DANIEL J. BELLEW, M.A.
Second Semester.

HIST. 11 - 12.—History of the Middle Ages. (4 points.)

A general survey of the feudal period from Charlemagne to the Hundred Years' War. The Papacy and the Empire; life in country and towns; learning and the arts; the crafts, trade and commerce; the Crusades; the Inquisition; decline of feudalism and growth of royal power; Avignon and the Great Schism; the mediæval legacy to modern culture.

Monday, 4.15-5.55. SYLVESTER J. HEMLEBEN, Ph.D.
Both Semesters.

HIST. 13 - 14.—Modern European History. (4 points.)

A general survey of western Europe from 1500 to 1815. The Protestant Revolt; The Tudors and Early Stuarts; Thirty Years' War; The Age of Louis XIV.; commercial and colonial movements; society and culture; economic, social and religious institutions; "freethinking"; the French Revolution and Napoleon.

Saturday, 9.15-10.55. SYLVESTER J. HEMLEBEN, Ph.D.
Both Semesters.

UNDERGRADUATE AND GRADUATE COURSES

HIST. 107 - 108.—The Ancient Near Orient. (4 points.)

A survey of the civilization and culture of the ancient East in the light of recent archæological exploration. Religion, art, literature; political, economic and social life of ancient Egypt, Assyria, Babylonia and Palestine. Bearing of archæological discovery on the Sacred Scriptures; cultural legacy of the Ancient East.

Friday, 4.15-5.55. REV. RUDOLPH KRAUS, D.D., Ph.D.
Both Semesters.

HIST. 109.—Grecian Antiquity. (2 points.)

Sources of Greek History; recent archæological exploration and discoveries in the Ægean. The Homeric Age; colonial expansion of Hellas; growth of democracy; economic conditions; development of religion and culture. Persian Wars, the Age of Pericles to the break-up of Alexander's Empire. Hellenistic culture; the Roman conquest.

To be given in 1934-1935. REV. RUDOLPH KRAUS, Ph.D.

HIST. 110.—Roman Antiquity. (2 points.)

Sources of Roman History. The Etruscans; earliest Rome; the early Republic, its conquest of Italy and rivalry with Carthage; Conquest of the eastern Mediterranean; Greek influences. Roman government, society, religion, culture, commerce. Overthrow of the Republic; the Empire, its rise, decline and fall; triumph of Christianity; Constantine; the barbarians.

To be given in 1934-1935. REV. RUDOLPH KRAUS, Ph.D.

HIST. 121.—Early and Mediæval Ireland. (2 points.)

The Celts in history. Early inhabitants and civilization of Ireland; conversion to Christianity; economic, social and political conditions; intellectual culture and the Irish missionaries; the Danes and Anglo-Normans in Ireland.

Thursday, 7-8.40. REV. DEMETRIUS B. ZEMA, S.J.
Second Semester.

HIST. 123 - 124.—Monasticism and Mediæval Culture. (4 points.)

Pre-Benedictine monasticism; St. Benedict and monastic organization in the west; work of the monks in the conversion of barbarians and their settlement in Europe; economic and social influ-

ence. Monastic revival in the Eleventh Century; new Orders; Bernard of Clairvaux. Intellectual life: literature, art, science; rise of the universities and the Schoolmen.

Saturday, 9.15-10.55. DOM AIDAN HENRY GERMAIN, O.S.B., Ph.D.
Both Semesters.

HIST. 125 - 126.—The Feudal Period. (4 points.)

Origin and development of feudalism; feudal society and the nobility; the manorial system and serfdom; rise of the towns and of the middle class; industry, commerce and the gilds. The Church and feudalism; jurisdiction of the Popes over temporal rulers. Warfare; the Crusades; the Inquisition.

Tuesday, 4.15-5.55. DOM AIDAN HENRY GERMAIN, O.S.B., Ph.D.
Both Semesters.

HIST. 127.—Culture of the Eighteenth Century. (2 points.)

A study of the mediæval appropriations of classic and Christian lore, Germanic and Celtic legends; the rise of vernacular languages; religious drama; poetry and romance.

Wednesday, 4.15-5.55. ARTHUR F. J. REMY, Ph.D.
Second Semester.

HIST. 129 - 130.—Close of the Feudal Period—Fourteenth and Fifteenth Centuries. (4 points.)

Break-up of the feudal system and the rise of national States. Conflict between Church and State and political theories involved: Boniface VIII., Philip the Fair and the legists; the Popes at Avignon; the Schism; the Hundred Years' War. "Renaissance" and the eve of the Protestant Revolt.

Thursday, 4.15-5.55. REV. DEMETRIUS B. ZEMA, S.J.
Both Semesters.

HIST. 131 - 132.—History of England in Sixteenth and Seventeenth Centuries. (4 points.)

Survey of political history: despotism of the Tudors: political, economic and foreign policy; Wolsey's administration. Development of nationalism under Elizabeth; war with Spain; literary renaissance. The Stuarts: conflicts with Parliament; growth of Puritanism; triumph of Parliament; Civil war and the Commonwealth; Protectorate; Restoration and James II. Social life.

Saturday, 11.05-12.45. JOHN P. O'MAHONEY, Ph.D.
Both Semesters.

HIST. 133.—England in the Eighteenth Century. (2 points.)

Advent of the Hanoverian dynasty; England in the age of Walpole; the Jacobite rising of 1745; George III. and the revival of Toryism; England and the French Revolution; the Wesleyan "Revival"; economic and political developments during the century.

Friday, 7-8.40, F. REV. LAURENCE K. PATTERSON, S.J.
First Semester.

HIST. 134.—England in the Nineteenth Century. (2 points.)

England during the Napoleonic Era; the Tory reaction; Liverpool and Canning; the Reform Bill of 1832, its causes and effects. Gladstone and Disraeli; the growth of Imperialism; Chamberlain and his influence. Survey of the economic and political condition of the nation between 1900-1914.

Friday, 7-8.40, F. REV. LAURENCE K. PATTERSON, S.J.
Second Semester.

HIST. 141 - 142.—Europe in the Seventeenth and Eighteenth Centuries. (4 points.)

Continental politics and the growth of absolutism in France under Henry IV., Richelieu and Mazarin; the Thirty Years' War; the age of Louis XIV.; struggle between Bourbons and Hapsburgs. Social, economic, religious and intellectual conditions of the Eighteenth Century. The "Age of Reason."

Saturday, 9.15-10.55, F. Biology. DANIEL J. BELLEW, M.A.
Both Semesters.

HIST. 151 - 152.—Europe in the Nineteenth Century. (4 points.)

Survey of Europe from the Congress of Vienna to 1914: the "Holy Alliance"; the Metternich system; growth of liberalism and nationalism; the Second French Empire; the unification of Italy; Bismarck and the consolidation of Germany; the Franco-Prussian War and the Third French Republic; relations between Church and State.

Saturday, 10.55-12.40. REV. LAURENCE K. PATTERSON, S.J.
Both Semesters.

HIST. 157 - 158.—History of Spain. (4 points.)

Survey of Spanish civilization and culture. Organization of Roman Spain; the Visigothic period: institutions. The Moorish conquest and Christian recovery of Spain; development toward national unity: natural and traditional elements; the Spanish Empire: political, economic and social organization; intellectual progress; the mystics and ascetics. Decline of Spanish power; Bourbon absolutism; growth of "liberalism"; contemporary problems.

Monday, 4.15-5.55. JOHN SCHULER, Ph.D.
Both Semesters.

HIST. 161.—American History—Colonial and Revolutionary Period, 1492 - 1783. (2 points.)

European beginnings; settlement of British colonies; conflict with France and control of North America; causes, progress and effects of the American Revolution.

Tuesday, 4.15-5.55. JOHN SCHULER, Ph.D.
First Semester.

HIST. 162.—History of the United States—Early National Period, 1783-1828. (2 points.)

Articles of the Confederation; critical period; formation of the Constitution; establishment of national government; foreign affairs; War of 1812; national development after the War of 1812.

Tuesday, 4.15-5.55. JOHN SCHULER, Ph.D.
Second Semester.

HIST. 175 - 176.—The Westward Expansion. (4 points.)

Progress of territorial advance from the Appalachians to the Pacific coast; cultural, religious and political factors. The Frontier and Indian problems; homesteading; effect of transcontinental railroads upon economic development; sectionalism and its rôle in the political affairs of the United States.

Thursday, 4.15-5.55, F. Biology. JOHN SCHULER, Ph.D.
Both Semesters.

HIST. 181.—Political Parties of the United States. (2 points.)

Causes of their rise and development; fundamental doctrines of each; historical events which grew out of them shaping present theory and practice.

Saturday, 9.15-10.55. JOHN SCHULER, Ph.D.
First Semester.

HIST. 182.—Treaties and Conventions of the United States. (2 points.)

Study of treaties which have most deeply influenced American economic and political life, and of the historical situations which gave rise to such treaties.

Saturday, 9.15-10.55. JOHN SCHULER, Ph.D.
Second Semester.

COURSES FOR GRADUATE STUDENTS ONLY

HIST. 201 - 202.—Science and Method of History. (4 points.)

(*Prescribed for all graduate students.*)

Nature, function and scientific development of history; gradual expansion of its scope. Value of human testimony and belief; possibility of historical certitude. *Heuristic:* principles and technique of research; bibliography and location of source-material. *Historical Criticism:* principles and method of determining the genuineness, integrity, meaning and credibility of sources. *Synthesis:* principles and method of historical reconstruction; nature and function of analogy, hypothesis, induction and statistics.

Monday, 4.15-5.55. REV. DEMETRIUS B. ZEMA, S.J.
Both Semesters.

HIST. 203 - 204.—Philosophy of History, I. (4 points.)

(*Prescribed for Ph.D. candidates.*)

Survey, analysis and evaluation of the various schools of historical interpretation and of their exponents in antiquity, Middle Ages and modern times. Survey of current theories on the nature, origin and goal of civilization, culture and progress in the history of man. Analysis and definition of these concepts.

Wednesday, 4.15-5.55, F. Library. REV. DEMETRIUS B. ZEMA, S.J.
Both Semesters.

HIST. 205 - 206.—Philosophy of History, II. (4 points.)

Basic factors, causality and law in history. Man, the physical world, the supernatural and their mutual relations; the cultural environment: religion, morality, art, science, economic and institutional life; integration of these factors in the texture of historical events; historical verification of purposive unity in the sequence of events; final goal of human progress.

To be given in 1934-1935.

HIST. 211 - 212.—Christian Antiquity, I—First and Second Centuries. (4 points.)

(Required for M.A. and Ph.D.)

A critical inquiry into the origins and first development of Christianity in the light of documentary and archæological sources. Survey of the sources, modern theories and literature. Reconstruction of the historical background and political, social and religious context in which Christianity first appeared; first Jewish and pagan contacts; the work of St. Paul; hierarchy, government and worship; separation of the Church from the Synagogue; Jewish and pagan counter-movements.

To be given in 1934-1935. REV. DEMETRIUS B. ZEMA, S.J.

HIST. 213 - 214.—Christian Antiquity, II—Third and Fourth Centuries. (4 points.)

(*Prescribed for all graduate students.*)

A critical study of Christian life and institutions; development of organization and worship; heresies and schisms. Christianity and the philosophers; transition from paganism to Christianity; rise of Constantine and imperial patronage of Christianity. Influence of Christianity on Roman law; decline of paganism and of the Roman Empire.

Friday, 4.15-5.55. REV. DEMETRIUS B. ZEMA, S.J.
Both Semesters.

HIST. 215.—Christian Antiquity, III. (2 points.)

Survey of the transition from ancient to mediæval culture: letters and learning from the Fourth to the Sixth Centuries; Jerome, Augustine, Boethius, Cassiodorus, Gregory I., Isidore of Seville and other writers of the period; their work and influence on the life and thought of the Middle Ages.

Thursday, 7-8.40. REV. DEMETRIUS B. ZEMA, S.J.
First Semester.

HIST. 233 - 234.—Protestant Revolt on the Continent, I. (4 points.)

(*Prescribed for all graduate students.*)

Remoter causes of the Reformation. Erasmus and his influence. Germany at the advent of Luther; spread of the revolt; effects of Lutheranism.

Tuesday, 4.15-5.55, F. Biology. Rev. Laurence K. Patterson, S.J.
Both Semesters.

HIST. 235 - 236.—Protestant Revolt on the Continent, II. (4 points.)

Division among Protestants; the Catholic reformation; work of religious Orders; Council of Trent, consolidation of its reforms; Ignatius Loyola and the Jesuits; political and economic factors.

To be given in 1934-1935.

HIST. 237.—Protestant Revolt in England. (2 points.)

Principles and personalities involved in the religious history of the English people during Fifteenth and Sixteenth Centuries; Wycliffe and the Lollards; Tudor Cæsarism; divorce and schism of Henry VIII.; Edward VI. and imported Protestantism; Mary Tudor's troubles; religious settlement under Elizabeth.

To be given in 1934-1935.

HIST. 238.—Religious History of England in the Nineteenth Century. (2 points.)

Religious condition of England at the dawn of the century; the Evangelical Movement; the Oxford Movement, its causes, progress and effects; "Ritualism"; the "Broad Church"; Growth of Rationalism; the "Prayer-Book Crisis"; present religious conditions.

To be given in 1934-1935.

HIST. 245 - 246.—The French Revolution. (4 points.)

(*Prescribed for graduate students majoring in Modern European History.*)
Causes of the French Revolution; Jansenism and Gallicanism in the Eighteenth Century; the "Benevolent Despots": their aims and methods. Course of the Revolution: the "Constituante"; Girondins, Jacobins, and the Reign of Terror. The Revolution and the Church; "Civil Constitution of the Clergy"; the Schism.

Thursday, 4.15-5.55. Rev. Laurence K. Patterson, S.J.
Both Semesters.

HIST. 247 - 248.—The Napoleonic Era. (4 points.)

The Directory; advent of Bonaparte, his reorganization of France, the Concordat and the Code Napoléon. Napoleon and Europe: the Spanish Question; Great Britain and Napoleon; decline of his

power; Russian campaign; the "Hundred Days." Fall of Napoleon; his place in history. Congress of Vienna and reorganization of Europe.

To be given in 1934-1935. REV. LAURENCE K. PATTERSON, S.J.

HIST. 381 - 382.—Seminar in American History. (4 points.)

(*Prescribed for graduate students majoring in American History.*)

Topic of study and discussion: *"History of American Thought."* The seminar will be conducted in the framework of a round-table; the aim of reports and discussions is to show the application of the principles of historical research, to suggest further lines of investigation and stimulate independent scholarship.

Wednesday, 4.15-5.55. JOHN SCHULER, Ph.D.
Both Semesters.

HIST. 391 - 392.—Individual Reading and Research Courses. (Number of points to be determined by the Faculty Committee.)

Designed to meet the special needs of individual students who are candidates for degree and who may be permitted to pursue private readings and research under the personal direction of a member of the Faculty within whose competence the research subject falls.

HIST. 401 - 402.—Dissertation Seminar.

(*Required for all candidates for M.A. and Ph.D.*)

This seminar is limited to those graduate students who are nearing the completion of their course requirements and who are beginning actual work in preparation of their dissertation. Brief direction in methods of research particular to the department will be given. This will be followed by Faculty direction of dissertation development. The individual student is expected to convince the presiding Faculty Committee, by reading from and by defending his dissertation as it takes shape through the year, that the subject he has chosen is of definite and limited range; that he is aware of the research already completed by others upon the topic; that he has a clear idea of his complete method of treatment, and of its importance to the world of knowledge.

Monday, 7-8.40. REV. LAURENCE K. PATTERSON, S.J.
Both Semesters. JOHN SCHULER, Ph.D.
REV. DEMETRIUS B. ZEMA, S.J.

IRISH

UNDERGRADUATE COURSES

IRISH 1 - 2.—Modern Irish for Beginners. (4 points.)

First steps. Adjectives. Numerals. The idiomatic use of the prepositional pronoun. Greetings and phrases. Text: Eugene O'Growney, *Simple Lessons in Irish,* Parts 1-3.

Tuesday, 7-8.40. JOSEPH CAMPBELL.
Both Semesters.

IRISH 3 - 4.—Modern Irish, Second Year. (4 points.)

Text: Christian Brothers, *Aids to Irish Composition* (M. H. Gill and Son, Dublin); Rev. Peter O'Leary, *Seadhna;* Readings from other modern Gaelic writers.

Wednesday, 7-8.40. JOSEPH CAMPBELL.
Both Semesters.

IRISH 5 - 6.—Modern Irish, Advanced. (4 points.)

Readings from the Gaelic writers of the Renaissance, 1900-1921.

Thursday, 7-8.40. JOSEPH CAMPBELL.
Both Semesters.

ITALIAN

UNDERGRADUATE COURSES

ITALIAN 1 - 2.—Elementary Italian. (4 points.)

Grammar and syntax; regular and irregular verbs; oral and written exercises. Easy readings from modern writers and practice in composition.

Wednesday, 6-7.40. ALEXANDER AUSILI, M.A.
Both Semesters.

ITALIAN 11 - 12.—College Italian. (4 points.)

Thorough review of syntax. Translations, study of idioms and original composition. Conversation based on class work and on topics of general interest. Class reading of selections from the Italian classics of all periods. Special study of contemporary short story writers and novelists, with readings and discussions.

Friday, 6-7.40. ALEXANDER AUSILI, M.A.
Both Semesters.

UNDERGRADUATE AND GRADUATE COURSES

ITALIAN 101 - 102.—Italian Literature, Part I. (4 points.)

A survey of Italian literature, from the beginnings to the Sixteenth Century, with extensive reading. The relation of the literary movements to history, politics and art will receive much attention.

To be given in 1934-1935. ALEXANDER AUSILI, M.A.

ITALIAN 103 - 104.—Italian Literature, Part II. (4 points.)

The period treated is from the Seventeenth Century to the present time.

Monday, 6-7.40. ALEXANDER AUSILI, M.A.
Both Semesters.

ITALIAN 105.—Dante: "La Divina Commedia." (Inferno.) (2 points.)

Introduction to the study of the *Commedia.* Reading and interpretation of the *Inferno.*

Tuesday, 6-7.40. ALEXANDER AUSILI, M.A.
First Semester.

ITALIAN 106.—Dante: "La Divina Commedia." (Purgatorio). (2 points.)

Tuesday, 6-7.40. ALEXANDER AUSILI, M.A.
Second Semester.

ITALIAN 107.—Dante: "La Divina Commedia." (Paradiso.) (2 points.)

Thursday, 6-7.40. ALEXANDER AUSILI, M.A.
First Semester.

ITALIAN 108.—Petrarca: "Il Canzoniere." (2 points.)

Thursday, 6-7.40. ALEXANDER AUSILI, M.A.
Second Semester.

Methods of Teaching Modern Language in Secondary Schools.
Cf. EDUC. 141 f - 142 f.

Introduction to Romance Philology.
Cf. FRENCH 293.

LATIN

Head of Department: FRANCIS PRISTERA, Ph.D., Litt.D.

Conference hour: Saturday, 1-2.40, and by appointment.

UNDERGRADUATE COURSES

LATIN 11 - 12.—Latin Composition, I. (4 points.)

Latin composition for undergraduates of Freshman year.

Saturday, 11.05-12.45. ALEXANDER AUSILI, M.A.
Both Semesters.

LATIN 13.—Cicero: "Pro Archia" and "Pro Marcello." (2 points.)

Translation and syntax. Study of language and style.

Wednesday, 4.15-5.55. ALEXANDER AUSILI, M.A.
First Semester.

LATIN 14.—Cicero: "Pro Milone." (2 points.)

Translation and syntax. Special emphasis on rhetorical features of the oration.

Wednesday, 4.15-5.55. ALEXANDER AUSILI, M.A.
Second Semester.

LATIN 15.—Livy: Book XXI. (2 points.)

Saturday, 1.15-2.55. ALEXANDER AUSILI, M.A.
First Semester.

LATIN 17.—Horace: "Satires." (2 points.)

Reading and interpretation. Study of the development and the growth of the satire in Latin literature.

Saturday, 9.15-10.55. ALEXANDER AUSILI, M.A.
First Semester.

LATIN 19.—Horace: "Odes and Epodes." (2 points.)

Reading and interpretation. Literary and mythological references. Study of meters.

Monday, 4.15-5.55. FRANCIS A. SCHAEFER, Ph.D.
First Semester.

LATIN 21.—Tacitus: "Agricola." (2 points.)

Saturday, 9.15-10.55. ALEXANDER AUSILI, M.A.
Second Semester.

LATIN 22.—Horace: "Ars Poetica" and Selected "Epistles." (2 points.)

Saturday, 1.15-2.55. ALEXANDER AUSILI, M.A.
Second Semester.

LATIN 24.—Juvenal: "Satires." (2 points.)

Monday, 4.15-5.55. FRANCIS A. SCHAEFER, Ph.D.
Second Semester.

COURSES FOR GRADUATE STUDENTS ONLY

LATIN 201.—Versification. (2 points.)

Monday, 4.15-5.55. FRANCIS PRISTERA, Ph.D., Litt.D.
First Semester.

LATIN 202.—Prose Composition. (2 points.)

Latin idiom; style in its elements.

Monday, 4.15-5.55. FRANCIS PRISTERA, Ph.D., Litt.D.
Second Semester.

LATIN 203 - 204.—Ovidius: "Fasti." (4 points.)

Thursday, 4.15-5.55. FRANCIS PRISTERA, Ph.D., Litt.D.
Both Semesters.

LATIN 205.—Quintilianus: "De Institutione Oratoria." (2 points.)

Saturday, 11.05-12.45. FRANCIS PRISTERA, Ph.D., Litt.D.
First Semester.

LATIN 206.—Tibullus: "Elegies." (2 points.)

Saturday, 11.05-12.45. FRANCIS PRISTERA, Ph.D., Litt.D.
Second Semester.

LATIN 301 - 302.—Seminar. (4 points.)

Students are requested to acquaint themselves with all the works of Tacitus.

Saturday, 9.15-10.55. FRANCIS PRISTERA, Ph.D., Litt.D.
Both Semesters.

LATIN 401 - 402.—Dissertation Seminar.

Hours to be arranged. FRANCIS PRISTERA, Ph.D., Litt.D.

MATHEMATICS

UNDERGRADUATE COURSES

MATH. 13.—Solid Geometry. (2 points.)

Simple models constructed and studied. Theorems and problems, with practical applications.

Saturday, 9.15-10.55. ADOLPH A. LIPPE, M.A.
First Semester.
Monday, 4.15-5.55.
Second Semester.

MATH. 15.—Plane Trigonometry. (2 points.)

Trigonometric functions. Formulæ. Solution of the plane triangle. Trigonometric equations and identities. Problems.

Monday, 4.15-5.55. ADOLPH A. LIPPE, M.A.
First Semester.
Saturday, 9.15-10.55.
Second Semester.

MATH. 21.—College Algebra, I. (2 points.)

Theory of equations. Horner's method. Cardan's solution of the cubic equation. The bi-quadratic. Permutations and combinations. Choice and chance. Partial fractions.

Saturday, 11.05-12.45. WILLIAM SHIELDS, B.S.
First Semester.

MATH. 22.—College Algebra, II. (2 points.)

Determinants. Applications in mathematical analysis. Complex numbers. De Moivre's theorem. Infinite series. Binomial theorem.

Saturday, 11.05-12.45. WILLIAM SHIELDS, B.S.
Second Semester.

MATH. 32.—Analytic Geometry. (2 points.)

Systems of co-ordinates. Loci and equations. The conic sections. The general quadratic and loci.

Saturday, 9.15-10.55. WILLIAM SHIELDS, B.S.
Either Semester.

MATH. 41.—Spherical Trigonometry. (2 points.)

Solution of the spherical triangle. Problems. Applications.

Thursday, 4.15-5.55. WILLIAM SHIELDS, B.S.
First Semester.

MATH. 42.—Co-ordinate Geometry of Three Dimensions. (2 points.)

Surfaces, volumes and their equations. Problems. Applications.

Thursday, 4.15-5.55. WILLIAM SHIELDS, B.S.
Second Semester.

MATH. 61.—Differential Calculus. (2 points.)

Differentiation of algebraic and transcendental functions. Problems of rates, maxima and minima, curvature, etc. Geometrical and physical applications of derivatives and differentials.

Friday, 4.15-5.55. WILLIAM SHIELDS, B.S.
First Semester.

MATH. 62.—Integral Calculus. (2 points.)

Fundamental methods of integration and reduction of expressions to standard integrable forms. Indefinite and definite integrals. Problems of areas, volumes, length of curves, mean values, motion, etc.

Friday, 4.15-5.55. WILLIAM SHIELDS, B.S.
Second Semester.

MATH. 63.—Advanced Calculus. (2 points.)

Continuation of MATH. 61 and 62. Taylor's series. Curve tracing. Complex variable. Double and triple integration.

Not given in 1933-1934. WILLIAM SHIELDS, B.S.

MATH. 64.—Projective Geometry. (2 points.)

The course is introductory to modern geometry and deals with the projective properties of fundamental forms of the first and second orders. The treatment of topics is chiefly synthetic.

Wednesday, 4.15-5.55.
First Semester.

MATH. 65.—Modern Geometry. (2 points.)

Geometry of the triangle, the circle, and the sphere. The theory of similar figures and inversion. Recommended for teachers of geometry in the secondary schools.

Wednesday, 4.15-5.55.
Second Semester.

MATH.—Theory of Statistics. (2 points.)

An introductory course in statistical methods. Lectures with supplementary reading on the leading mathematical principles and methods of statistics. Problem work and practice in collecting and arranging statistical material.

Not given in 1933-1934.

Teaching Arithmetic in Elementary Schools.

Cf. EDUC. 149 f - 150 f.

Teaching Mathematics in Junior High Schools.

Cf. EDUC. 153 f - 154 f.

Teaching of Algebra.

Cf. EDUC. 151 f.

Teaching of Geometry.

Cf. EDUC. 152 f.

PHILOSOPHY

Head of Department and Chairman of Faculty Committee:
REV. GEORGE D. BULL, S.J.
Conference hours by appointment.

UNDERGRADUATE COURSES

PHIL. 11 - 12.—Dialectics or Formal Logic. (2 points.)

Philosophy: definition and division. Logic, minor and major. The three operations of the mind. *The Idea.*—Divisions of ideas. Universals. The predicables. Porphyrian tree. Divisions of terms. Analogy. Supposition of terms. *Judgment.*—Divisions. Propositions, divisions. Opposition, equipollence, conversion. *Reasoning.*—The syllogism, laws, kinds, figures and modes. Fallacies. Definition and division.

Tuesday, 4.15-5.55. REV. PETER J. LAMBE, Ph.D.
Either Semester.

Saturday, 11.05-12.45. REV. MICHAEL J. MAHONY, S.J.
First Semester.

PHIL. 21.—Epistemology, Part I. (2 points.)

(Prerequisite: Formal Logic.)

Truth: Ontological, logical and moral. Falsity. Logical truth and falsity completely found in the judgment only. General and partial causes of error. State of the mind in relation to truth. Ignorance. Doubt. Suspicion. Opinion. Certitude. Metaphysical, physical and moral certitude. Natural and philosophical certitude. Universal and partial scepticism. Descartes' Methodic Doubt.

Thursday, 4.15-5.55. REV. MICHAEL J. MAHONY, S.J.
First Semester.
Saturday, 11.05-12.45.
Second Semester.

PHIL. 22.—Epistemology, Part II. (2 points.)

(Prerequisite: Epistemology, Part I.)

The means of acquiring truth and certitude: the external and internal senses; their validity; exposition and criticism of the different theories of sense-perception; phenomenal idealism; physical realism; representative and presentative realism; Kantianism; intellect and its different functions; reasoning, intellectual memory and consciousness; conscience. Belief in divine testimony, in human testimony, regarding present and past events. Oral tradition; monuments; history; doctrinal testimony.

Universal ideas; nominalism; exaggerated realism; modern realism. The ultimate and universal criterion of truth and certainty; traditionalism; subjective criteria; objective evidence.

Monday, 7-8.40. PETER J. LAMBE, Ph.D.
First Semester.

Thursday, 4.15-5.55. REV. MICHAEL J. MAHONY, S.J.
Second Semester.

PHIL. 31.—Elements of Ontology and Cosmology. (2 points.)

(Prerequisite: Epistemology, Parts I and II.)

The notion of being. Contraction and predication. Potency and act. The three great ontological principles. Transcendental attributes. Essence: its cognoscibility. Existence. Materialism, pantheism, creation. Atomism, dynamism, hylomorphism.

Friday, 4.15-5.55. REV. PETER J. LAMBE, Ph.D.
First Semester.

Saturday, 1.15-2.55.
Second Semester.

PHIL. 41.—General Psychology, I. (2 points.)

(Prerequisite: PHIL. 31.)

Life; defined, its grades, origin. The principle of life in the plant and the brute animal. Sensation. The external and internal senses. The sensitive appetite. The passions.

Saturday, 11.05-12.45. REV. JOSEPH A. MURPHY, S.J.
First Semester.

Thursday, 7-8.40. REV. STEPHEN L. J. O'BEIRNE, S.J.
Second Semester.

PHIL. 42.—General Psychology, II. (2 points.)

(Prerequisite: PHIL. 41.)

The human soul; one, abiding, substantial principle of life in man. Its simplicity, spirituality and immortality. Intellectual life. Rational appetency.

Thursday, 7-8.40. REV. STEPHEN L. J. O'BEIRNE, S.J.
First Semester.

Saturday, 11.05-12.45. REV. JOSEPH A. MURPHY, S.J.
Second Semester.

PHIL. 51.—Ethical Principles. (2 points.)

Ethics; its nature, object, necessity, scope. Human acts. Man's final end; objective and subjective. Meaning of moral good. Moral determinants. Theories of moral Positivists. The criteria of morality. The eternal law. The natural law.

Wednesday, 7-8.40. REV. JOSEPH A. CAHILL, A.B.
First Semester.

Saturday, 1.15-2.55.
Second Semester.

PHIL. 52.—Problems in Individual and Social Ethics. (2 points.)

The meaning of duty. Rights. Absolute character of duty. Natural religion. Duties to God; rationalism; indifferentism. Man's duties to self. Suicide, killing, lying. Justice problems; rights of ownership, communism; socialism. Contracts; rights of disposing property by will. Trade unions. Strikes.

Wednesday, 7-8.40. REV. JOSEPH A. CAHILL, A.B.
Second Semester.

Saturday, 1.15-2.55.
First Semester.

PHIL. 61.—Natural Theology, I. (2 points.)

The Existence of God. Cognoscibility, ontologism, traditionalism. Metaphysical proof. Argument from design. Moral proof.

Tuesday, 4.15-5.55. REV. JOSEPH A. MURPHY, S.J.
First Semester.

UNDERGRADUATE AND GRADUATE COURSES

PHIL. 101.—Ancient Philosophy. (2 points.)

(*Required for Ph.D. PHIL. 101 or 107-108 required for M.A.*)
The thoughts of the ancients weighed in the balance of the Twentieth Century: the Milesians, the Eleatics, the Pythagoreans, Heraclitus, Democritus, Socrates, Plato, Aristotle, the Epicureans, the Stoics, the Sceptics.

Friday, 4.15-5.55. PATRICK J. DOWNING, Ph.D.
Either Semester.

PHIL. 105.—St. Augustine as the Link between Greek Philosophy and St. Thomas. (2 points.)

It will be shown how St. Augustine fused together the best elements in Greek Philosophy in order to serve the ends of Christianity; that he was Platonist and Aristotelian according to the purpose in view. How St. Thomas supplemented Augustine out of Aristotle and Aristotle out of Augustine. This course implies a review of the greater part of the history of philosophy.

Saturday, 9.15-10.55. REV. PATRICK O'LEARY, Ph.D.
First Semester.

PHIL. 106.—Duns Scotus. (2 points.)

Duns Scotus, realist. Scotus and St. Augustine; St. Thomas; Kant; Descartes. Psychology as expounded by Scotus. Modern realism; exaggerated realism; how far traceable to Scotus.

Saturday, 9.15-10.55. REV. PATRICK O'LEARY, Ph.D.
Second Semester.

PHIL. 107 - 108.—History of Scholasticism. (4 points.)

(*Required for Ph.D. PHIL. 107 - 108 or 101 required for M.A.*)

Scholasticism; origins; the careers of notable Scholastic authors; the development of their doctrines; rise and progress of various movements in the School; domestic and external controversies—from the beginning of Scholasticism to the present time.

Saturday, 11.05-12.45. PATRICK J. DOWNING, Ph.D.
Both Semesters.

PHIL. 113 - 114.—History of Modern Philosophy. (4 points.)

(*Required for M.A. and Ph.D.*)

Cartesianism: Exposition, appreciation and criticism of Descartes' system and its developments; the occasionalism of Geulincx; the ontologism of Malbranche; the pre-established harmony of Leibnitz; the pantheism of Spinosa.

Empiricism: Exposition and criticism of the empirical sensism of Locke; the objective idealism of Berkeley; the phenomenal scepticism of Hume. Positivism, rationalism; agnosticism—Darwin and theories of evolution. Mill; Spencer. Transition to Kant.

German Idealism: Kant. An exposition and criticism of Kant's philosophy. The development of Kant by Fichte, Schelling, Hegel, Schopenhauer, Nietzche. Contemporary American philosophy. James, Royce, Dewey. Realism, idealism, relativism, pragmatism, humanism.

N.B.—The different theories of knowledge set forth by the above philosophers, from Descartes to Dewey, explained and criticized; by way of contrast to each of the systems of modern philosophy, the teachings of Scholasticism are always stressed.

Tuesday, 4.15-5.55. REV. MICHAEL J. MAHONY, S.J.
Both Semesters.

Experimental Psychology, I. (4 points.)

Cf. PSYCH. 107 - 108.

Wednesday, 4.15-5.55. REV. WALTER G. SUMMERS, S.J.
Both Semesters.

PHIL. 172.—Natural Theology, II. (The Essence of God.) (2 points.)

Attributes; unicity, simplicity, infinity, divine, cognition; objects. Possibles. Futuribles. Divine Will; objects, necessary, free. Preservation. Concurrence; scholastic dispute. Providence. The problem of evil.

Not given in 1933-1934. REV. JOSEPH A. MURPHY, S.J.

COURSES FOR GRADUATE STUDENTS ONLY

PHIL. 201 - 202.—Fundamentals of Scholastic Philosophy, I. (4 points.)

A. General Conspectus.

The nature of philosophy. Its relation to the empirical sciences. Physics does not explain the laws of physics. Biology does not explain vital activity.

1. *The data of Philosophy.*
   (a) *Data within the subject.* The fundamental internal fact. Consciousness. The fact of sense-perception; of intellectual perception, judgment and reasoning; of volition.
   (b) External phenomena: Space, time, motion, bodies, matter.

2. *Analysis of the data.*

   The validity of cognition, sensitive and intellectual. The freedom of the will. The existence of the soul. The objective existence of bodies, of substance and accident, of cause. The relation between matter and spirit.

3. *The Classification of the data.*

   Philosophy as a science. Its subject-matter, all entity; its formal approach, ultimate causes. Entity in itself. The science of metaphysics. Entity in relation to mind, the science of logic. Entity in relation to will, the science of ethics.

B. Particular Conspectus.

I. Entity in relation to mind, logic, the science of cognition.

A. *Correct* thinking as distinguished from *true* thinking. *Formal logic:* The acts of the mind and their verbal *expression.*

1. *Apprehension*—idea and phantasm—universal ideas. Verbal terms, analogous and univocal. Definition and logical division.

2. *Judgment:* Analytic, synthetic. Proposition. Its quality and quantity.

3. *Reasoning:* The principle of identity and discrepancy. Deductive and inductive reasoning. The syllogism. Its laws. Sophisms.

B. *True Thinking. The Science of Criteriology.*

1. *Conceptual Truth* and the possibility of obtaining it. Certitude, its nature and existence. Scepticism.

2. *The trustworthiness of the cognitive faculties.* Consciousness, external and internal senses. Ideas and their validity. Validity of universal ideas. Reasoning —as a source of new knowledge. The objective causes of certitude. The ultimate criterion of truth and the motive of certitude.

II. Entity as in itself. The Science of Metaphysics.

A. *General Metaphysics. The Science of Ontology.*
Being, material and immaterial.
Being, as such.
Its transcendental attributes: Unity, truth, goodness.
Actual and potential being. Substance and accident. Causality.

B. Being in its natural determinations.

1. *Corporeal Being. The Science of Cosmology.*
Bodies, their intrinsic constituents. Their origin. Their activity. Laws of nature. Finality. Miracles. Motion, space, time.

Tuesday, 4.15-5.55. REV. GEORGE D. BULL, S.J.
Both Semesters.

PHIL. 203 - 204.—Fundamentals of Scholastic Philosophy, II. (4 points.)

(A continuation of PHIL. 201 - 202.)

2. *Animate Being. The Science of Psychology.*
(a) Irrational Life.
Essential difference between living and non-living beings. Vegetative and sensitive life. Origin of organic species. Evolution.
(b) Rational Life.
Intellect. Nature and origin of ideas.
Innatism, empiricism, ontologism, judgment, reasoning, will. Its freedom. The nature and origin of the human soul. Immortality. Union of soul and body in man.

3. *Uncreated Being. The Science of Natural Theology.*
The existence of God, as demonstrable by unaided human reason. Divine intelligence and will. The necessary and the free will of God.
God and the universe. Creation and conversation. God as final cause of the universe.

C. *Being in relation to Will. The Science of Ethics.*
The ordination of man to his ultimate end.
(a) *Objective ordination.* The existence of objective morality. The constituents of the objective moral order: Natural and eternal law. The speculative standard of morality. Obligation and the ultimate objective end of man.
(b) *Subjective Ordination.* Conscience, imputability; Merit and the ultimate intrinsic end of man.
(c) The unity of subjective and objective ordination in the reconciliation of the endaimonistic and deontologistic tendencies of human nature, in one object, God as infinite good.
(d) Duty—as the effect of natural law. The consequent origin of rights. The juridical order as part of the objective order of morality.

(e) Particular rights and duties.

The duty of natural religion; of self-preservation; of veracity. The right of self-defence; of property. Man as a social being. Natural as opposed to pactitious societies. Conjugal society. Its purpose. Divorce and polygamy. Birth-control. Civil society. Origin. Purpose. Limits of civil authority. The State and the individual. The State and education. The State and religion.

Thursday, 4.15-5.55. REV. GEORGE D. BULL, S.J.
Both Semesters.

The above courses are intended primarily to meet the needs of graduate students who have not included, in their college work, studies in Scholastic Philosophy. The object, therefore, is not completeness of detail, but emphasis on that trait which is unique in Scholasticism: its organic unity, as an all-embracing rational philosophy of life. A minute examination of the remoter conclusions of this system is, accordingly, omitted, to throw into relief the great key-positions of Scholastic thought.

Care is taken, however, that no lacunæ occur, which would blur the lines of the system as a whole and thus impair for the student the cultural value to be gained from contact with the most highly organized body of thought known to the history of philosophy.

PHIL. 221 - 222.—Advanced Logic. (4 points.)

Advanced study of the mental processes of conception, judgment, inference; method, science-certitude.

Tuesday, 4.15-5.55. PATRICK J. DOWNING, Ph.D.
Both Semesters.

PHIL. 225 - 226.—Advanced Epistemology. (4 points.)

Study of problems connected with the perceptions of external reality and the criterion of truth.

Thursday, 4.15-5.55. PATRICK J. DOWNING, Ph.D.
Both Semesters.

PHIL. 232.—Advanced Ontology. (2 points.)

(*Required for M.A. and Ph.D.*)

The categories of Aristotle as division of being. Substance and defence of its objectivity against positivism. Hypostasis and person. Nature. Accidents in general. Quantity, quality and relation. The causes of being. Defence of its objectivity.

Saturday, 1.15-2.55. REV. PETER J. LAMBE, Ph.D.
First Semester.

Friday, 4.15-5.55.
Second Semester.

PHIL. 235 - 236.—Advanced Cosmology. (4 points.)

(*Required for Ph.D.*)

The philosophy of the inorganic world; the origin and formation of the material universe; discussion and criticism of ancient and modern theories concerning the origin and formation of the world. Creation. The constitution of matter. Quantity and extension; discussion and criticism of ancient and modern theories concerning quantity and extension; the nature and effects of quantity as explained by the leading scholastic authors. Place and space in non-scholastic philosophies. Ubiety of corporeal and spiritual substances; multilocation, compenetration. Time and motion in non-scholastic philosophies; time and motion in scholastic philosophy. The laws of nature; discussion and criticism of non-scholastic theories. The scholastic doctrine. Miracles; their possibility and cognoscibility.

Wednesday, 4.15-5.55. PATRICK J. DOWNING, Ph.D.
Both Semesters.

Advanced General Psychology. (2 points.)

Cf. PSYCH. 102.

Saturday, 11.05-12.45. REV. WALTER G. SUMMERS, S.J.
First Semester.

Modern Schools of Psychology. (2 points.)

Cf. PSYCH. 105.

Saturday, 11.05-12.45. REV. WALTER G. SUMMERS, S.J.
Second Semester.

Physiological Psychology. (2 points.)

Cf. PSYCH. 106.

Tuesday, 4.15-5.55. Lecturer to be announced.
First Semester.

Experimental Psychology, II. (4 points.)

Cf. PSYCH. 205 - 206.

Friday, 4.15-5.55. REV. WALTER G. SUMMERS, S.J.
Both Semesters.

PHIL. 261 - 262.—Advanced Ethics. (4 points.)

1. The Nature of Ethics.

   Ethics as a Science.

   (1) Its Method—

   Cannot be purely synthetic. The fact of the ethical "ought" is derivable from experience. Its nature cannot be thus derived.

   Cannot be purely deductive; neither in the geometrical form of Spinoza, nor in the transcendental form of Hegel, nor in the idealistic form of Plato.

   The analytic synthetic method of Scholasticism. The data ethics. Their analysis and classification. General difference between moral and physical entity as admitted by common sense of mankind.

2. The ordination of Man to his Ultimate end.

The meaning of order in this connection. The order which the intellect merely considers in things; the order which it makes. The subject-matter of this ordination—the human act. Its nature. The formal object-relation to a standard. The assumption of finality in ethics. Its validity. General relation between ethics and metaphysics.

(A) Objective ordination.

Meaning. Constituents: 1. Law. Its general nature. No law without an act of reason. Law proper, not found in irrational entity. Natural and eternal law. The universality of natural law. The effect of natural law—natural obligation. The nature of obligation. Obligation not constituted antecedently to the act of God as legislator. The theory of Vasquez, as contrasted with the theory of Suarez and St. Thomas. Obligation as the necessary nexus between the human act and man's ultimate objective end. The difference between obligation and sanction. Obligation in hedonistic and stoic systems of ethics. Kant and obligation without a distinct lawgiver. 2. Human nature as the constituent norm of morality. Nature—as the principle of perfective action. The assumption of a dominant tendency in human nature. Its validity. The moral good—in the concrete. Its relation to the useful good. God as the end of the objective moral order.

(B) Subjective Ordination of Man. Conscience. Its nature. Formal moral goodness. The principle of acting according to conscience, even when invincibly erroneous. Reconciliation of this, with the principle that there is an objective moral order.

Certitude of conscience. How it can be secured. The theory of probabilism. Imputability—relation to morality, to freedom of the will. Merit. In what sense morally good acts perfect man. God as the end of the subjective ordination of man.

(C) Reconciliation of objective and subjective ordination of man. Concupiscible and benevolent love of God. God as the object of beatitude, God as the absolutely ultimate end.

Friday, 4.15-5.55. REV. GEORGE D. BULL, S.J.
Both Semesters.

PHIL. 263 - 264.—Advanced Ethics, II. (4 points.)

A. The juridical order as constituted by natural law. The fundamental duty of man in view of his ordination to the ultimate end. Natural right. Its nature. Right not constituted by coactivity.

The duty of natural religion. Indifferentism as forbidden by natural law. The duty of self-preservation. Suicide—the validity of the argument condemning it. The duty of veracity.

Lying—its whole malice not in its social consequences. The right of self-defense. The right of property. Socialism. Its introduction even by unanimous consent, forbidden by natural law. The original title to property. The minimum living wage.

B. Man as a social being. Natural societies:

(1) *The Family:*
Essence and properties. Divorce, polygamy, birth-control, as forbidden by natural law.

(2) *The State:*
Theories of its juridical origin. The Suarezian theory of consent of the government—as contrasted with post-reformation monarchomac theories. Locke, Grotius, the Puritans. The common good: meaning. The State and the individual. The State and education. The State and religion.

Thursday, 4.15-5.55. ARTHUR CLAYDON, Ph.B.
Both Semesters.

History and Philosophy of the Natural Law.

Cf. POL. 109 - 110.

Thursday, 4.15-5.55. REV. MOORHOUSE I. X. MILLAR, S.J.
Both Semesters.

Sociology, I.

Cf. POL. 161 - 162.

Monday, 7-8.40. ANDRÉE M. EMERY, M.A.
Both Semesters.

PHIL. 301 - 302.—Seminar in Epistemology and General Metaphysics and Cosmology. (4 points.)

Saturday, 9.15-10.55. PATRICK J. DOWNING, Ph.D.
Both Semesters.

PHIL. 361 - 362.—Seminar in Ethics. (4 points.)

Saturday, 11.05-12.45. REV. GEORGE D. BULL, S.J.
Both Semesters.

PHIL. 401 - 402.—Dissertation Seminar.

(*Required for all candidates for M.A. and Ph.D.*)

This seminar is limited to those graduate students who are nearing the completion of their course requirements and who are beginning actual work in preparation of their dissertation. Brief direction in methods of research particular to the department will be given. This will be followed by Faculty direction of dissertation development. The individual student is expected to convince the presiding Faculty Committee, by reading from and by defending his dissertation as it takes shape through the year, that the subject he has chosen is of definite and limited range; that he is aware of the research already completed by others upon the topic; that he has a clear idea of his complete method of treatment, and of its importance to the world of knowledge.

Monday, 4.15-5.55. REV. GEORGE D. BULL, S.J.
Both Semesters. PATRICK J. DOWNING, Ph.D.
REV. PETER J. LAMBE, Ph.D.

PHYSICS

Head of Department: Rev. John J. Lynch, S.J.
Assistants: William P. Hurley, M.S.
William T. McNiff, M.A.

UNDERGRADUATE COURSE

PHYS. 11 - 12.—General Physics. (8 points.)

The subjects treated will be: mechanics, sound, heat, light, electricity. Laboratory assignments will follow associated lecture work. The course aims to give a fundamental course in college physics, and prepares for specialized elective work in the following years.

Three lecture and one laboratory periods a week.

(*This course satisfies medical school entrance requirements.*)

Thursday, 7.55-9.40, W.
Friday, 7-9.40, F. Physics Hall.
Fee, $100.00.

DEPARTMENTAL REGULATIONS

All general requirements, rules and regulations concerning registration, matriculation and degrees are stated on pages 12 to 19 of this catalogue, and the Faculty Committee will conclusively presume that the students are cognizant of them.

Before a student may register as an applicant for graduate work in the Department of Physics, he must have completed a course in undergraduate Physics of at least 8 semester hours, a course in General Chemistry of at least 8 semester hours, and Mathematics up to, and including, Calculus; he must have, further, a good reading knowledge of German. Satisfactory attainment in these prerequisites must be shown in a personal interview.

FOR THE PH.D.: A good reading knowledge of both French and German must be shown before an applicant will be permitted to study for the Ph.D. Courses amounting to at least 10 hours per week must be taken over a period of two years, after completion of the Master's requirements (with the understanding that the last year shall be spent almost entirely in practical work on the subject chosen for research.) In addition to the written examinations at the completion of each course—all course examinations must be passed with a general average of C (75-84) —an oral examination lasting two hours and covering the entire field of M.S. and Ph.D. studies must be passed satisfactorily before the candidate is recommended for the degree. This examination will include the relationship between Physics and Scholastic Philosophy and the candidate may be asked to answer philosophical objections to theories in his own field.

FOR THE M.S.: Courses amounting to at least 10 hours per week must be taken over the period of a year, the selection of courses to be first approved by the Department. A written examination must be passed in each course as it is finished. All course

examinations must be passed with a general average of C (75-84). At the end of the year a one-hour oral examination in the entire field covered by the courses must be passed satisfactorily before the candidate is recommended for the degree. A candidate rejected for one graduation will not, under any circumstances, be granted a re-examination for the same graduation.

UNDERGRADUATE AND GRADUATE COURSES

PHYS. 101.—Vector Analysis. (3 points.)

The subjects treated will include: Addition and scalar multiplication of vectors, scalar and vector products, the differential and integral calculus of vectors, linear vector functions, rotations and strains. Numerous applications to physics will be presented.

Three lecture periods a week.

Thursday, 2.25-3.15, F. Physics Hall.
Friday, 2.25-4.00.
First Semester.

Fee, $22.50.

PHYS. 102.—Analytic Mechanics. (3 points.)

The statics and dynamics of a particle, the statics and dynamics of a rigid body, center of gravity, flexible cords, kinetics of a particle, work and energy, constrained motion, moment of inertia, collision of spheres, and kinetic friction.

Three lecture periods a week.

Thursday, 2.25-3.15, F. Physics Hall.
Friday, 2.25-4.00.
Second Semester.

Fee, $22.50.

PHYS. 105 - 106.—Electricity and Magnetism. (6 points.)

General magnetism, terrestrial magnetism, electrostatics, electric currents, electrolysis, thermo-electricity, electromagnetics, alternating and varying currents, electromagnetic radiation, conduction in gases, radioactivity, electrons and atoms.

Two lecture and one laboratory periods a week.

Lectures: Tuesday, 4-6.
Laboratory: Monday, 4-6.
Physics Hall.
Both Semesters.

Fee, $75.00.

PHYS. 107 - 108.—Physical Optics. (6 points.)

The topics treated during the year will include the following: The nature of light, the phenomena of reflection, refraction, dispersion, interference and diffraction of light. The theory of these phenomena will be adequately treated. The resolution of spectral lines, polarization and double refraction, absorption, the optical properties of metals, rotary polarization, magneto-optics, electro-optics, fluorescence, phosphorescence, the laws of radiation, the nature of white light and the relative motion of ether and matter.

Given in 1934-1935.

PHYS. 109 - 110.—Introduction to Modern Physics for Students of Philosophy. (2 points.)

Lecture: Wednesday, 4-5, F. Physics Hall.
Both Semesters.
Fee, $15.00.

COURSES FOR GRADUATE STUDENTS ONLY

PHYS. 201 - 202.—Seismology, I. (4 points.)

A general view of the present status of seismology with detailed treatment of the following topics: The theory of elasticity, longitudinal and transverse waves, the derivation of the equation of motion of the horizontal pendulum, and the discussion of the solution of the same.

Laboratory work consists in: Interpretation of seismograms, the determination of epicenters, the determination of the constants of the instruments, etc.

One lecture and one laboratory period a week.

Lecture: Thursday, 4-5, F. Physics Hall.
Laboratory: Monday, 4-6.
Both Semesters.
Fee, $50.00.

PHYS. 203 - 204.—Seismology, II. (4 points.)

Surface waves, the theory of the galvanometer, galvanometric registration, magnification, depth of focus, etc.

Given in 1934-1935.

PHYS. 211 - 212.—Theoretical Physics, I. (2 points.)

The motion of free material particles, general principles of mechanics, motion of rigid bodies, general theory of vector fields, general theory of vibrations and waves, the motion of deformable bodies and the theory of the potential will be treated during this course.

Lecture: Tuesday, 4-5.
Both Semesters.
Fee, $15.00.

PHYS. 213 - 214.—Theoretical Physics, II. (2 points.)

A lecture course treating the theory of the electromagnetic field and light. The following topics will be discussed: electrostatics and electromagnetics, Maxwell's equations, electromagnetic waves, electromagnetic mass, the dielectric, the propagation of electromagnetic waves in the dielectric, the electromagnetic nature of light, polarized light, interference of light, Fresnel's equations, the optical behavior of metals and the propagation of light in crystals.

Lecture: Monday, 4-5.
Both Semesters.
Fee, $15.00.

POLITICAL PHILOSOPHY

FACULTY COMMITTEE

Political History and Theory;
Sociology:

Head of Department and Chairman of the Faculty Committee:
Rev. Moorhouse I. X. Millar, S.J.

Conference hours: Monday and Tuesday, 3-4; Wednesday, 4-6; Saturday, 10-12, and by appointment.

Law and Government, and International Affairs:

Head of Department: Louis J. Potts, Ph.D., LL.M.

Conference hours: Monday, Tuesday, Wednesday, Thursday, 2-4, and by appointment.

Economics:

Morris C. Deshel, M.A., J.S.D.
Arthur Claydon, Ph.B.
Andrée M. Emery, M.A.

Conference hours: By appointment.

It will be noted that the program of this department includes subjects usually listed under the social and political sciences, as well as courses in Political Philosophy proper. The reason for this subordination—unusual in these days—of the scientific to the philosophical, is two-fold: first, because scientific method alone has proved itself inadequate to discover, formulate and maintain the sound fundamental principles underlying social, economic, legal and political problems; second, because the historical record rather conclusively shows that philosophy has had very much more to do with social, economic, legal and political developments than has been allowed for by the recent methods of scientific approach, based, as most of them are, upon a purely naturalistic theory of evolution.

The aim of the department, therefore, is, primarily, to ascertain the soundness of the "Philosophia perennis" in the light of historical experience, and to bring it into line with present actualities in the established order in so far as these may be allowed to be "de jure"; secondly, to take into consideration the legitimate findings of the social and political sciences duly restricted to their own proper field of investigation; and, thirdly, to show the bearings of both philosophy and science on present-day national and international problems in these several fields.

UNDERGRADUATE COURSES

POL. 13.—Elementary Economics. (2 points.)

Its relation to ethics. Method employed by the science. Schools: Liberal, Socialist, Catholic, Historical. Wealth, value, price. Production. Factors of production: Nature, labor, capital

Exchange, Money. Money and prices. Inflation and contraction. Depreciation. Credit. Consumption of wealth. Rent. Interest, profits, wages.

Tuesday, 4.15-5.55. REV. EDMUND J. BURKE, S.J.
First Semester.

POL. 14.—Advanced Economics. (2 points.)

(Prerequisite: POL. 13.)

This course embraces a series of lectures on the following subjects:

1. *Banking.*—History. Kinds of banks in the United States. Their nature and functions.

2. *Commerce.*—Domestic and foreign trade. Causes and advantages of exchange. Mechanisms of exchange. Tariffs. Protection and free trade.

3. *Transportation.*—Railroads: Growth; groups; charges; alleged evils. Interstate Commerce Commission. Government regulation. Government ownership.

4. *Corporations.*—Trusts. Advantages and disadvantages of larger corporations. The trust problem.

5. *Government Revenue.*—Sources. Taxation: Kinds; incidence and shifting of taxes, principles of taxation. Public debt.

6. *Insurance.*—History. Nature and advantages. Theory. Kinds of insurance. Industrial insurance. Compensation laws.

Tuesday, 4.15-5.55. REV. EDMUND J. BURKE, S.J.
Second Semester.

POL. 16.—Economic History of the United States. (2 points.)

The division of the subject is as follows: Early settlements in the new world. Physical geography. Colonial times. The colonial policy of England. The Revolution and its economic causes. Financing of the Revolutionary War. Banking in the United States. The Westward movement—its causes and effects. Commerce. Industries. Labor.

Monday, 4.15-5.55. REV. EDMUND J. BURKE, S.J.
Second Semester.

SPECIAL DEPARTMENTAL REQUIREMENTS

All general requirements, rules and regulations concerning registration, matriculation and degrees are stated on pages 12 to 19 of this catalogue, and the Faculty Committee will conclusively presume that the students are cognizant of them.

It is the reasoned judgment of the Faculty Committee of the Department that the proper and essential foundation of all really sound graduate specialization in any segment of the field of Political Philosophy is a broad and well-balanced cultural background in the activities of the entire field.

In order to insure the attainment of such a proper scholarly training and perspective, all prospective candidates for degrees are required to pursue to completion the courses, hereinafter indi-

cated as prescribed, before taking up work in their chosen field of specialization.

It is to be further understood, however, that it lies wholly and solely within the discretion of the Faculty Committee of the Department to waive, either provisionally or permanently in any particular case, any of these prescribed background courses. As a general rule, where the candidate making such application is able to submit proper proof to them that the subject-matter of such course or courses has been already equivalently covered, they are willing to exercise such discretion and indorse an appropriate substitution.

While, generally speaking, graduate courses and seminars are open only to graduate students, it lies always within the discretion of the Faculty Committee of the Department to authorize the admission to these courses of such special students as they may deem fully qualified. No first-year students, however, whether graduate or special, will under any circumstances be regarded as eligible to pursue any of the special reading and research courses under supervision which are hereinafter noted. All such courses involve work of a highly specialized character and admission to them is exclusively and definitely limited to advanced special and graduate students.

Apropos of the special reading and research courses, the particular subject-matter of which is not formally specified, it is to be noted that throughout the regular session, the Summer session, and the between-session periods, individual assignments adapted to the present needs of advanced graduate and special students, and carried on under the regular personal supervision and direction of one or more members of the staff, may be arranged for with the formal approbation of the Departmental Faculty Committee. It is to be understood, however, that such assignments are strictly limited to subject-matter not covered in the actual scheduled working program. All credit allowances, if any, for such courses lie solely within the discretion of the Faculty Committee. The unconditional prerequisite for such courses is advanced special or graduate standing.

UNDERGRADUATE AND GRADUATE COURSES

I. POLITICAL HISTORY AND THEORY

POL. 101 - 102.—History of Political Philosophy, I—From Plato to St. Thomas. (4 points.)

(*Prescribed for all graduate students majoring in the Department.*)

In this course a general survey will be made of the salient teaching of the various schools of political theory, beginning with the Greek philosophers and ending with St. Thomas and Dante. The aim will be both to classify the systems in relation to each other and to evaluate them critically.

(Prerequisite: General and Social Ethics.)

Tuesday, 7-8.40. REV. MOORHOUSE I. X. MILLAR, S.J.
Both Semesters.

POL. 103 - 104.—History of Political Philosophy, II—From Marsiglio of Padua to Bodin. (4 points.)

Not given 1933-1934. REV. MOORHOUSE I. X. MILLAR, S.J.

POL. 105 - 106.—History of Political Philosophy, III—From Bodin to Rousseau. (4 points.)

In this course the trend and development of political thought during the Seventeenth and Eighteenth Centuries will be studied with a view to defining the conflict of traditions that is still confusing political issues.

Tuesday, 4.15-5.55. REV. MOORHOUSE I. X. MILLAR, S.J.
Both Semesters.

POL. 107 - 108.—History of Political Philosophy, IV—From Rousseau to the Present Crisis in Political Thought. (4 points.)

Not given 1933-1934. REV. MOORHOUSE I. X. MILLAR, S.J.

POL. 109 - 110.—History and Philosophy of the Natural Law in Relation to Positive Law. (4 points.)

This course will bring out the different ways in which natural law was conceived of in the past. The reasons for such differences will be treated philosophically. New light will be brought to bear on the Augustinian and Thomistic concepts. The theoretic soundness of this latter will be shown, and its practical value established. Account will be given of the manner in which the very idea of the natural law has been grossly confused for the modern mind, to the great detriment of philosophy and the whole of modern social, political and international relations as reflected in the inadequacy of present-day theories of the State and of law.

Thursday, 4.15-5.55. REV. MOORHOUSE I. X. MILLAR, S.J.
Both Semesters.

POL. 301 - 302.—Seminar in Political Philosophy. (4 points.)

This course will be based on the texts themselves of the great treatises of (1) St. Thomas' *De Legibus* and his *De Regimine Principum,* (2) Bellarmine's *De Laicis,* (3) Suarez' *De Legibus,* and (4) on the writings and speeches of Burke with a view to determining what his political philosophy was, both in his general principles and in his application of these to the social, political and constitutional problems of his day. It will be shown how the first were taken over by him from the great Scholastics, St. Thomas, Bellarmine and Suarez, and also that in his application of them he but stated the Whig philosophy, which was that of the framers and earlier interpreters of our Constitution.

Friday, 7-8.40. REV. MOORHOUSE I. X. MILLAR, S.J.
Both Semesters.

POL. 303 - 304.—Seminar in Social Institutions. (4 points.)

The work of the seminar will center around the theory of institutions considered in their sociological and juridical aspects. Hauriau's contribution to the problem and its connection with the latest

trend in social jurisprudence will be discussed from their many complex angles and tested in the light of Suarez' philosophy of the State and the American experiment in constitutional law.

Friday, 4.15-5.55. REV. MOORHOUSE I. X. MILLAR, S.J.
Both Semesters.

POL. 111 - 112.—History and Philosophy of the American Constitution. (4 points.)

This course covers: (a) a careful study of the nature and content of the United States Constitution itself; (b) its historical background, *i.e.,* the mediæval political ideals and institutions in which it is rooted, and their later developments in England and the Colonies, the proximate history of the Constitution as seen in the deliberations of the Constitutional Convention of 1787, its divergencies, compromises; (c) the later growth of the Constitution, *i.e.,* the men and the controversies that have most conduced to its interpretations, expansion or modification down to the present day.

Thursday, 7-8.40. REV. MOORHOUSE I. X. MILLAR, S.J.
Both Semesters.

POL. 113.—Spanish Political Theory and Law. (2 points.)

The Augustinian theory and its development in the mediæval government, fueros and institutions; influence of the Justinian law and the Stoic philosophy; influence of the French Eighteenth Century political writers and the parliamentary theory as worked out in the Constitution of 1812.

Wednesday, 4.15-5.55. MARIE R. MADDEN, Ph.D.
First Semester.

POL. 114.—Constitutional Theory in Spanish America. (2 points.)

Tradition; influence of the Eighteenth Century philosophies; specific development in each republic.

Wednesday, 4.15-5.55. MARIE R. MADDEN, Ph.D.
Second Semester.

POL. 317 - 318.—Reading and Research in the Field of Political History and Theory.

During all the sessions of the University, and in the intervals between them, special assignments adapted to the present needs of individual students, under the regular direction and supervision of the staff, may be arranged for with the approval of the Department Faculty Committee. The credit allowance, if any, for such work to be determined in each case by such committee. The purpose of these courses is to systematically and critically direct the efforts of the student in developing a comprehensive, well co-ordinated and discerning study of the designated subject-matter or a major segment thereof. The method of procedure contemplates original research, the comparison, interpretation and evaluation of factual data, the summarization of results by means of periodic précis, conference, and discussion.

II. LAW AND GOVERNMENT, AND INTERNATIONAL AFFAIRS

The Department of Political Philosophy offers in each of the above fields alternative programs for the Master's degree as well as for the Doctorate, which will be presented on the basis of a regular cyclical rotation, the first year of which is set down below. Detailed programs covering the entire rotation may be obtained by prospective candidates on application to the Dean.

Generally speaking, in addition to the prescribed orientation courses and the required philosophy, Master candidates will be required to complete a minimum of fourteen credits in the field of their specialization.

Candidates for the Doctorate must complete a minimum of twenty-two credits out of a theoretical minimum of thirty credits for their degree in the field of their specialization, including certain indicated prescribed courses therein.

A modicum of selection will be permitted, both in the field of specialization and by way of minor to all candidates who may desire to exercise this privilege, subject, of course, to the prior written approval of their major professor.

A. LAW AND GOVERNMENT

POL. 121 - 122.—The Origins and Development of Legal Institutions and Systems. (4 points.)

(*Prescribed for all graduate students majoring in the Department.*)

It is the purpose of this course to examine into the origins and gradual growth of legal institutions among the races of mankind, and to study intensively and comparatively the progressive development and expansion of the more important legal systems which have survived to rule the world.

A critical evaluation, from the standpoint of an adequate philosophy of law, of the accepted rationalizations of these institutions will parallel the foregoing treatment.

Wednesday, 4.15-5.55. Louis J. Potts, Ph.D., LL.M.
Both Semesters.

POL. 127 - 128.—English Constitutional History. (4 points.)

Special emphasis will be placed upon the relations of Church and State in mediæval times, and also upon the Reformation settlement in its constitutional aspect. The position of the crown will be considered, and the development of English feudalism outlined and compared with its growth upon the continent. The origin and development of parliament will be traced.

The strictly legal angles of English Constitutional History will not be stressed. The course is mainly political in approach, with stress upon economic interpretation wherever required.

Thursday, 7-8.40. REV. LAURENCE K. PATTERSON, S.J.
Both Semesters.

POL. 123 - 124.—Government in the United States. (4 points.)

It is the purpose of this course to develop a comprehensive survey of national, State and local government in the United States, and of their mutual interrelations, to point out the major problems which have arisen, and to discuss critically both their suggested and adopted solutions emphasizing the dominant trends of remedial action.

Tuesday, 4.15-5.55. LOUIS J. POTTS, Ph.D., LL.M.
Both Semesters.

POL. 321 - 322.—Seminar in the Principles and Problems of Administrative Law. (4 points.)

It is the purpose of this seminar to examine intensively and discuss critically—in the light of the accepted principles and the procedure which govern and control the activities of the chief administrative agencies in the United States—a group of administrative problems of major significance.

Thursday, 4.15-5.55. LOUIS J. POTTS, Ph.D., LL.M.
Both Semesters.

POL. 329 - 330.—Reading and Research in the Field of Law and Constitutional Government.

See POL. 317 - 318 above.

B. INTERNATIONAL AFFAIRS

POL. 181 - 182.—International Relations. (4 points.)

(*Prescribed for all graduate students majoring in the Department.*)

The purpose of this course is to present a comprehensive sociologico-historical study of the nature and scope of the relations between nations, and of the gradual growth, development and expansion of the present internationally recognized system which has been universally adopted by civilized nations for the orderly handling of these relations.

The proposed method of treatment will progressively develop:

(a) The nature, extent, variety, complexity, and far-reaching importance of these relations between nations, as well as the essential and necessary interdependence of the several units going to make up the family of nations.

(b) The origins and the gradual development of the present system of international relations, through ancient, mediæval and modern times, stressing both the direct and the indirect contributions of these civilizations to the system.

(c) A critical evaluation of the present system from a two-fold view-point: (1) The soundness of the principles underlying the present system and its methods, and the sufficiency of its sanctions from an ethical point of view. (2) Its adequacy as now organized, in the light of both past experience and present post-war international problems to cope successfully with present actual needs and future probable demands.

The lectures will be supplemented by historical atlas studies, suggested and required readings, quizzes and by the assignment of topics of special significance for round-table discussion and for original study and research.

Saturday, 11.05-12.45. LOUIS J. POTTS, Ph.D., LL.M.
Both Semesters.

POL. 185 - 186.—International Law. (4 points.)

It is the aim of this course to develop and formulate the generally accepted principles and practices among nations which go to make up the body of the present-day system of positive international law.

The proposed plan of treatment will consider progressively: The nature, sources and sanction of international law: its subjects and objects; the rights and duties recognized by its substantive content in war and peace: its adjective or procedural content: the principles governing the rights and duties of neutrals: the organization which has been set up for the adjudication of international disputes.

An analysis and discussion of selected illustrative cases in this field and a critical evaluation of both cases and principles from the standpoint of a sound and adequate international jurisprudence will parallel the foregoing presentation.

Saturday, 9.15-10.55. LOUIS J. POTTS, Ph.D., LL.M.
Both Semesters.

POL. 381 - 382.—Seminar: The League of Nations and the Post-War Treaty Structure. (4 points.)

It is the aim of this course to develop, against a background of the previous projects looking toward the same end, the plan and scope of the Covenant of the League of Nations, to follow the progressive results of its actual dealings with concrete world problems, to determine, in the light of experience, its merits and shortcomings and to guage as nearly as possible its present and future potentialities.

A critical evaluation of the accepted theories of international action and co-operation, from the standpoint of an adequate philosophy of international society, will accompany the foregoing treatment.

Friday, 4.15-5.55. LOUIS J. POTTS, Ph.D., LL.M.
Both Semesters.

POL. 395 - 396.—Reading and Research in the Field of International Affairs.

See POL. 317 - 318 above.

III. ECONOMICS

POL. 141 - 142.—Introduction to Graduate Economics. (4 points.)

(*Prescribed for all graduate students majoring in the Department.*)

This embraces a survey of general economic history, the history of the development of the principles of economics through the schools of economic thought; descriptive analysis of the present-day economic system; a critical analysis of the bigger problems; an appraisal of modern trends and changes. There will be a summary survey of the literature of economics. Method will be illustrated by some cases taken from the international and national fields. There will be a summary critique on the economy of to-day in the light of prevailing theories and systems.

Tuesday, 4.15-5.55. ARTHUR CLAYDON, Ph.B.
Both Semesters.

POL. 143 - 144.—History of Economic Institutions. (4 points.)

The aim of the course is to give a view of the whole field of economic activity and to show how the present complex industrial order developed. Among the topics to be considered will be the following:

The stages in economic evolution—primitive, pastoral, agricultural, handicraft, industrial. The economic theories of Plato and Aristotle. The economic institutions of the Romans. The feudal manor as an economic unit. The economic theories of the schoolmen and theologians of the Middle Ages, with emphasis on the teachings of Thomas Aquinas. The Guild System in the Fourteenth and Fifteenth Centuries. Mercantilism—Colbert—Serra—Mun. The physiocratic school—Quesnay—Turgot. Adam Smith's *Inquiry Into the Nature and Causes of the Wealth of Nations.* The effect of the industrial revolution on the philosophy of individualism. The classical school—laissez-faire. Bentham, Malthus, Ricardo, Mill. Marxian economic theories. The historical school. Contributions of the American economists, Hamilton, Carey, Raymond. The characteristics of the present industrial order. Specialization. Co-operation. Machine production. The relation of the State to industry. Neo-mercantilism. The recent trend of economic thought. The theories of value, the marginal productivity theory, the use of statistical data.

Wednesday, 4.15-5.55. MORRIS C. DESHEL, M.A., J.S.D.
Both Semesters.

POL. 145 - 146.—Statistics. (4 points.)

Collection of data. Definition. Tabulation. Statistical groups. Index numbers, average, type, aggregate. The use of simple and weighted arithmetric means, geometric means, harmonic mean. Correlation and curvefitting. There will be numerous case studies from current statistical reports.

Saturday, 9.15-10.55. ARTHUR CLAYDON, Ph.B.
Both Semesters.

POL. 147 - 148.—History of the Development of Economic Thought. (4 points.)

In this course Greek, mediæval and modern economic thought is discussed. The knowledge of historical background is presupposed, and emphasis is put on philosophical and historical analysis. It leads up to Alfred Marshall and is supplemented by the alternate course on contemporary economic theory.

Not given in 1933-1934. ANDRÉE M. EMERY, M.A.

POL. 341 - 342.—Present-day Economic Problems, National and International. (4 points.)

The problems will include those of agriculture, commerce, commercial policy, industry and finance. The field of inquiry will include France, Germany, Great Britain, Italy, Russia, the U. S. A., and others if time allows. The method will be research in national price levels in order to uncover and state what the problems are, and through analysis of the forces which put the price level and plane of living where it is to-day, to review and offer critiques on the stabilizing values of the steps taken to cope with the problems.

Five introductory lectures will be given to cover this background:

The economic philosophy underlying the encyclicals: "The Foundation of Human Society" (*Arcanum*), "Against the Tenets of Socialism" (*Quod Apostolici Muneris*), "False Notions of Human Liberty" (*Libertas*), "On the Condition of Labor" (*Rerum Novarum*), "After Forty Years" (*Quadragesimo Anno*).

A tableau of World Economic and Political Conditions. Tableaux of the same for single countries.

Rapid revision of economic principles and economic geography necessary for price level research.

Instruction in the statistics of price levels, their build, analysis and interpretation.

Wednesday, 4.15-5.55. ARTHUR CLAYDON, Ph.B.
Both Semesters.

POL. 343 - 344.—Seminar in Industrial Relations in the United States. (4 points.)

The seminar will analyze the following documents for their theories of labor and capital in so far as these suggest rational ways of tackling the employer-worker problems of wages, hours, conditions of work, and preserving the dignity of man:

The encyclicals: "On the Condition of Labor" (*Rerum Novarum*) and "After Forty Years" (*Quadragesimo Anno*).

The industrial relations programs now operating in the leading plants within the manufacturing and primary industries.

The codes of fair competition now drafted under the National Recovery Act.

The principles underlying the plant plans and codes will be criticized in the light of the papal theory, and the basis so laid for the scholastic appraisal of the economic values of the ways the practical problems are tackled as they arise under the operation of the programs and codes.

The practical problems will be ascertained by assembling plant round-tables of employer-worker representatives and their advisers. The latter would include the cost accountant, shareholders' delegate, plant and time study engineers, statistician, personnel manager, industrial psychologist, medical officer, toxicologist, factory inspector, trade union walking delegate, and labor legislator. The reactions of these to the given labor problem will be criticized from the standpoint of the scholastic theory, and the basic trends toward constructive solutions traced.

Friday, 4.15-5.55. ARTHUR CLAYDON, Ph.B.
Both Semesters.

POL. 345 - 346.—Seminar: The Trusts and Economic Control. (4 points.)

(1) The mistrust of big business. (2) The early trust movements. (3) Development of law relative to trusts. (4) Statutory exceptions to the anti-trust laws. (5) Administration of the law. (6) Anti-trust laws of other countries. (7) Recent concentration of control. (8) Diffusion of stock ownership. (9) Ultimate questions of public policy.

Thursday, 4.15-5.55. MORRIS C. DESHEL, M.A., J.S.D.
Both Semesters.

POL. 347 - 348.—Seminar: Contemporary Economic Theory. (4 points.)

The different schools of economic thought current at present, such as the Cambridge, the London, the Austrian, the French, the American institutional schools will be discussed critically with a view as far as possible to a constructive synthesis. Readings and reports based on the works of the more representative members of the schools thus discussed will be expected of the students.

(Prerequisite: History of Economic Thought or Introduction to Graduate Economics.)

Alternates with History of the Development of Economic Thought, POL. 147 - 148.

Monday, 2-3.40. ANDRÉE M. EMERY, M.A.
Both Semesters.

POL. 349 - 350.—Reading and Research in the Economic Field.

See POL. 317 - 318 above.

SOCIOLOGY

POL. 161 - 162.—Sociology, I. (4 points.)

(*Prescribed for all graduate students majoring in the Department.*)

It is the purpose of this course to develop a comprehensive and co-ordinated survey of the results of modern sociological study and research which will serve as an adequate foundation for more advanced specialization in this field. The major accepted conclusions of modern sociological thought will be critically examined and evaluated.

Monday, 7-8.40. ANDRÉE M. EMERY, M.A.
Both Semesters.

Seminar in Industrial Relations in the United States.
Cf. POL. 343 - 344. ARTHUR CLAYDON, Ph.B.

Seminar in Social Institutions. (4 points.)
Cf. POL. 303 - 304. REV. MOORHOUSE I. X. MILLAR, S.J.

POL. 371 - 372.—Reading and Research in the Field of Sociology.
Cf. POL. 317 - 318 above.

POL. 401 - 402.—Dissertation Seminar.
(*Required for all candidates for M.A. and Ph.D.*)
This seminar is limited to those graduate students who are nearing the completion of their course requirements and who are beginning actual work in preparation of their dissertation. Brief direction in methods of research particular to the department will be given. This will be followed by Faculty direction of dissertation development. The individual student is expected to convince the presiding Faculty Committee, by reading from and by defending his dissertation as it takes shape through the year, that the subject he has chosen is of definite and limited range; that he is aware of the research already completed by others upon the topic; that he has a clear idea of his complete method of treatment, and of its importance to the world of knowledge.

Monday, 4.15-5.55. REV. MOORHOUSE I. X. MILLAR, S.J.
Both Semesters. LOUIS J. POTTS, Ph.D., LL.M.
MORRIS C. DESHEL, M.A., J.S.D.
ARTHUR CLAYDON, Ph.B.
ANDRÉE M. EMERY, M.A.

PSYCHOLOGY

FACULTY COMMITTEE

Head of Department and Chairman of Faculty Committee:
REV. WALTER G. SUMMERS, S.J.
Conference hours by appointment.

REV. JOSEPH A. MURPHY, S.J.
ROBERT T. ROCK, JR., Ph.D.
JACK W. DUNLAP, Ph.D.
DOROTHEA A. MCCARTHY, Ph.D.
FRANK J. O'BRIEN, Ph.D., M.D.
MICHAEL P. LONERGAN, M.A., M.D.

REQUIREMENTS FOR GRADUATE WORK IN PSYCHOLOGY

All general requirements, rules and regulations concerning registration, matriculation and degrees are stated on pages 12 to 19 of this catalogue, and the Faculty Committee will conclusively presume that the students are cognizant of them.

Specific requirements for graduate students in the Department of Psychology:

All students who matriculate in this Department must give evidence satisfactory to the Faculty Committee that they have completed courses in Philosophy equivalent to those listed for the Junior and Senior Years of the Collegiate Department of this University. Students deficient in this respect will be obliged to take a course or the courses in the Fundamentals of Scholastic Philosophy and such other courses as the Faculty Committee may judge necessary as an adequate background for advanced studies in Psychology.

The minimum requirement for the Master's degree is thirty points of graduate work, a comprehensive examination and the satisfactory completion of a dissertation. The point requirement must be fulfilled normally by attendance at lectures. Eighteen of the thirty points must be taken in Psychology. The remaining twelve points may be taken in some allied field of study such as Philosophy, History, Sociology, Political Science. No student may undertake either major or minor courses without the written approval of the Chairman of the Department.

The minimum requirement for the Doctor's degree is thirty points of graduate work beyond that required for the Master's degree. Students who transfer to this Department after having obtained the Master's degree in some other field of graduate study will be obliged to present credit for thirty-six semester hours of graduate work in Psychology before they will be considered eligible for the Comprehensive Examination. All candidates for the Doctor's degree must pass a Comprehensive Examination in their major and minor fields. After receiving notification of a successful average in this examination, the candidate will prepare and present a Doctor's dissertation for the approval of the Faculty Committee.

SPECULATIVE

General Psychology, I. (2 points.)

Cf. PHIL. 41.

Life: defined, its grades, origin. The principle of life in the plant and brute animal. Sensation. The external and internal senses. The sensitive appetite. Instinct and intelligence.

Saturday, 11.05-12.45. — Rev. Joseph A. Murphy, S.J.
First Semester.

Thursday, 7-8.40. — Rev. Stephen O'Beirne, S.J.
Second Semester.

General Psychology, II. (2 points.)

Cf. PHIL. 42.

The human soul: one, abiding, substantial principle of life in man. Its simplicity, spirituality and immortality. Intellectual life. Rational appetency.

Saturday, 11.05-12.45. — Rev. Joseph A. Murphy, S.J.
First Semester.

Thursday, 7-8.40. — Rev. Stephen O'Beirne, S.J.
Second Semester.

PSYCH. 101.—Philosophy and Science of Evolution. (2 points.)

Meaning of species, variety, stock. Biological species. The variability of organisms. The essential differences. Fact and evidence. Origin of multiplicity of species.

To be given Summer, 1934. REV. JOSEPH A. MURPHY, S.J.

PSYCH. 201.—Philosophy of Life. (2 points.)

(Prerequisite: All undergraduate philosophy.)

The aim of this course is to establish the necessity and possibility of a definite philosophy of life which can assure sound progress in human activity, individual and collective. It embraces:

I. The Necessity established (a) from psychological study of volitional activity; (b) from present reconstruction in philosophy, economic, political, legal, social. The present state of those sciences and the paganism of Seneca. The historical genesis of those reconstructions.

II. The Possibility of a sound program. The philosophy of the Schoolmen formulates it. The factors, (a) Epistemological: a certain program; (b) Ontological: the principle of causality; (c) Cosmological; (d) Some instruments and the goal of progress; (e) Psychological: other instruments and the measure of all progress towards the goal by individualistic and group activity.

III. The Actuality. Universal basic principles necessary to the individual and to the social sciences for sound progress are rationally demonstrable.

Tuesday, 4.15-5.55. REV. JOSEPH A. MURPHY, S.J.
Second Semester.

CRITICAL AND HISTORICAL

PSYCH. 102.—Advanced General Psychology. (2 points.)

The scholastic exposition of mind and consciousness. The faculty theory; misconceptions of the faculty theory. Modern attempts to define mind and mental functions. Complexes and dissociation. The mental span, attention and interest. The subconscious and the unconscious mind. Sleep, dreams, hypnosis and the phenomena of suggestion and telepathy. Trance states, multiple and co-conscious personalities. The empirical aspects of personality. Unity and substantiality of the mind.

Saturday, 11.05-12.45. REV. WALTER G. SUMMERS, S.J.
First Semester.

PSYCH. 103 - 104.—History of Psychology. (4 points.)

The object of this course is to provide a most important foundation for any graduate work in psychology. To appreciate adequately the modern trend towards experimental and quantitative methods, the student must become acquainted with the development of psychological thought from Plato and Aristotle, from Augustine, Thomas Aquinas, Scotus and Suarez down to the later and modern German, French, English and American experimen-

talists. This course will offer an historical and critical survey of the contributions of the great leaders in psychology and will trace the influence of their contributions on the development of theory, research and methodology. This is an introductory course to PSYCH. 105.

Tuesday, 4.15-5.55. Lecturer to be announced.
Both Semesters.

PSYCH. 105.—Modern Schools of Psychology. (2 points.)

A critical analysis of the sources and the principal teachings of the structural, functional, psycho-analytic, behavioristic, hormic, dynamic and gestalt psychologies.

Saturday, 11.05-12.45. Rev. Walter G. Summers, S.J.
Second Semester.

PSYCH. 202.—Human Intellect and Will. (2 points.)

An extensive study of the sources of the Scholastic doctrines relating to the functions and the nature of the human intellect. This will be supplemented by a critical review of the modern research in the field of intelligence; the theories presented by Thorndike, Binet, Thurstone, Spearman, Rignano, Terman, the advocates of gestalt theories, Lindworsky.

A similar plan will be followed in the investigation of the nature of the human will. The study of the sources of the Scholastic teachings will be supplemented by an evaluation of the experimental results of Ach and his successors.

To be given Summer, 1934.

PSYCH. 203.—Emotions and Sentiments. (2 points.)

The Aristotelian and the Scholastic division of the appetitive activities. The refinement of this division and the controversy in relation to the third type of psychic activity. Appetition compared with feeling. The James-Lange theory of the emotions. More recent results of physiological research. The characteristics and the grouping of the sentiments. Evaluation of the methods employed in the investigation of the emotions.

To be given Summer, 1934.

PSYCH. 204.—Psychology of Mysticism. (2 points.)

The psychology of religious experience: retreat, revival, conversion. Mystical experience in the Orthodox Catholic Contemplatives. Varieties of mystical experience. The essential and the accidental in the mystical states. Mystical phenomena in Neo-Platonism, Yogism, Buddhism, Moslem mysticism. Quietism. The problem of ecstasy. Visions, stigmatization, levitation. The explanations offered by psychologists and psychiatrists. The rules for the discernment of true mystical experience.

To be given Summer, 1934.

EXPERIMENTAL

PSYCH. 106.—Physiological Psychology. (2 points.)

Nerve stimulation and conduction. Reflex, cerebral, cerebellar and autonomic functions. Relation of physiological processes to mental phenomena, normal and abnormal. The special senses. Cerebral localization. The aphasias. The local sign theory. The endocrine structures and their psychological significance. Pleasure and pain. The temperaments. The unity of the human mind. Relation of physiological research to psychological theory.

Tuesday, 4.15-5.55. Lecturer to be announced.
First Semester.

PSYCH. 107 - 108.—Experimental Psychology, I. (4 points.)

A laboratory course covering a selected number of typical individual and group experiments in perception, reaction-time, attention, memory, learning, thought and volition.

Wednesday, 4.15-5.55. Rev. Walter G. Summers, S.J.
Both Semesters. and Assistants.

PSYCH. 205 - 206.—Experimental Psychology, II. (4 points.)

This is a more advanced course in which each student or group of students will trace the development of a given experimental problem. The preliminary work will consist of a study of the apparatus, technique and controls employed by previous investigators. These preliminaries over, the students will present plans for additional investigations or for the correction of errors in the experimental procedure of the work they have examined. This course is intended primarily for those who are majoring in Psychology and will provide guidance in the preliminary stages of an actual research investigation.

Friday, 4.15-5.55. Rev. Walter G. Summers, S.J.
Both Semesters. and Assistants.

APPLIED PSYCHOLOGY

PSYCH. 109.—Psychology of Habit and Character. (2 points.)

Physiological aspect of habit. Psychological aspect. Classification. Habit formation. Place of will formation—rules. Psychosis: psychotherapy and its psychic basis. Some destructive theories. Dangerous tendencies. Character: definition established. Character formation. Motivation and purposive action. Heredity: organism, spiritual characteristics; environmental influences. Personality—in the light of the above.

Thursday, 4.15-5.55. Rev. Joseph A. Murphy, S.J.
First Semester.

PSYCH. 110.—Functional Psychology and Æsthetics.
(2 points.)

A study of psychic processes from the phenomenal standpoint—both normal and abnormal psychic states—in order to arrive at a proper classification of psychic functions. Criticism of various modern classifications and defense of the classical faculty-psychology. The elements to be studied include the real distinction between cognitive and affective states; the possibility of unconscious mental products; the theory of unconscious motivation; interest as an integrating factor and the association theory; habitual *and* actual cognition; perception and apperception; pain-pleasure faculty (?) and analysis of emotion. The place and importance of the traditional psychology of faculties and emotion as a basis for a proper science of æsthetics. The meaning of beauty and the canons of art with their proper interpretation theoretically and practically impossible on any other basis.

Thursday, 4.15-5.55. REV. JOSEPH A. MURPHY, S.J.
Second Semester.

Educational and Intelligence Tests, I. (2 points.)

Cf. EDUC. 107 d.

A brief treatment of the principles underlying tests and measurements and an examination of the more important achievement and intelligence tests. The improvement of traditional examination methods through the construction and use of objective unstandardized classroom tests will be considered. Technique for the administration, scoring and presentation of results of tests will be treated.

Saturday, 11.05-12.45. JACK W. DUNLAP, Ph.D.
First Semester.

Educational and Intelligence Tests, II. (2 points.)

Cf. EDUC. 108 d.

The emphasis in this course will be placed on standardized tests, their applications in research problems, their uses by the classroom teacher, the choice of tests and the development of a testing program, and the presentation and interpretation of test results. The more important achievement, intelligence, diagnostic and aptitude tests will be surveyed. The relationships between measures of intelligence, achievement and special aptitude will be treated. An analysis will be made of the major theories and assumptions in measurements.

Saturday, 11.05-12.45. JACK W. DUNLAP, Ph.D.
Second Semester.

Mental Hygiene. (4 points.)

Cf. EDUC. 105 c - 106 c.

A study of the adjustment of the individual to his environment with emphasis on the causative factors underlying maladjustment and on preventive measures. In the first division, the case study method of individual diagnosis, preventive and remedial programs for the problems of the emotional adjustment of the physi-

cally handicapped, mentally handicapped, gifted and speech defective children will be considered. Illustrative case material will be utilized. The second division will include a discussion of the relationship between certain environmental factors such as, parental attitudes and teachers' attitudes to child adjustment; the problems of fears, anger, jealousy, etc., with illustrative case material; as well as a critical evaluation of studies of causative factors related to juvenile delinquency.

Monday, 4.15-5.55. DOROTHEA A. MCCARTHY, Ph.D.
Both Semesters.

PSYCH. 113.—Mental Hygiene. (2 points.)

Cf. School of Sociology and Social Service.

Historical background; the human being, an integrated organism; levels of child development, physical and mental; the home as a mental hygiene influence; the child and the school; the child—and his free time (recreation, camp life, clubs, etc.); mental hygiene in religion; the importance of the early years in the formation of habit; the preadolescent child; the adolescent child; emotion, intellect and will as factors in mental health; the significance of symptomatic behavior such as day dreaming, "nervousness," inattention, truancy, lying, stealing, timidity, shyness, etc.; case materials will be used to illustrate.

Wednesday, 7-9. FRANK J. O'BRIEN, Ph.D., M.D.
First Semester.

PSYCH. 114.—Social Psychology. (2 points.)

Cf. School of Sociology and Social Service.

The study of the interactions of individuals in their various group relations. The group itself calls for analysis, both the properly constituted group and the mob. Within groups and between groups there are contacts of harmony and conflict. Moreover, since every group consists of leader and led, there opens the question of group leadership and control, and the wide phenomena of imitation and suggestibility.

Tuesday, 7-9. REV. JOHN A. MCCAFFREY, M.A.
Second Semester.

Educational Psychology. (4 points.)

Cf. EDUC. 241 c - 242 c.

The present status of research on the following topics as they relate to educational theories and practices: First semester—heredity, growth and maturation; theories of instinct; emotion; motivation and personality adjustments; general and special capacities; uses and results of intelligence testing. Second semester—theories of learning; economy and guidance of learning; transfer of training; the thought processes; conditions affecting efficiency; personality and character.

Section A: Tuesday, 4.15-5.55. ROBERT T. ROCK, JR., Ph.D.
Section B: Friday, 7-8.40.
Both Semesters.

Advanced Educational Psychology. (4 points.)

Cf. EDUC. 247 c - 248 c.

An intensive study of the subject-matter of the most important divisions of this field, current movements in the field and the work of the most important centers of research.

Wednesday, 4.15-5.55. ROBERT T. ROCK, JR., Ph.D.
Both Semesters.

Statistical Methods in Education and Psychology. (6 points.)

Cf. EDUC. 255 d - 256 d.

This course is designed to enable the student to read educational and experimental articles employing statistical terms, to compute such statistical measures as are most commonly used in educational investigations, to interpret results of investigations using statistics and to recognize the assumptions on which various measures are based.

The following topics will be treated: graphic representation, central tendency, variability, correlation, regression, and the use of tables of the normal curve, measures of relationship other than the Pearson *r,* partial and multiple correlation, errors of measurement, sampling errors, derivations and assumptions underlying certain functions, and certain common statistical fallacies. The second meeting each week will be devoted to training in the use of computational aids, calculating machines, slide rules, nomographs and tables. The arrangement of forms and the organization of the order of operations to reduce the labor in handling mass data will also be treated.

Lecture: Tuesday, 4.15-5.55. JACK W. DUNLAP, Ph.D.
Laboratory: Thursday, 4.15-5.55.

Test Construction and Theory. (4 points.)

Cf. EDUC. 259 d - 260 d.

This is an advanced course in measurements in education and psychology. Topics treated will include: assumptions underlying testing, criteria, reliability, validity, item analysis, sampling, norms, and standardization techniques. Students will co-operate in the construction and standardization of a test.

To be given in 1934-1935. JACK W. DUNLAP, Ph.D.

Application of Tests to Educational and Vocational Guidance. (2 points.)

Cf. EDUC. 263 d.

A critical study of the tests, rating scales and other devices, such as interest blanks, which have been proposed for educational and vocational guidance of the individual. Experimental studies involving these measures will be reviewed.

To be given in 1934-1935. ROBERT T. ROCK, JR., Ph.D.

Psychology of Childhood. (4 points.)

Cf. EDUC. 249 d - 250 d.

A study of the normal child from birth to maturity with emphasis on the period of rapid development in early childhood. Physical, mental, emotional and social development will be followed through a critical study, and evaluation of recent experimental and observational studies. Opportunity will be afforded for the observation of young children.

Saturday, 11.05-12.45. DOROTHEA A. MCCARTHY, Ph.D.
Both Semesters.

PSYCH. 219 - 220.—Child Guidance. (4 points.)

Cf. School of Sociology and Social Service.

This course deals mainly with the "problem" child. The content divides itself roughly into three parts: (1) the personality of the child, with particular emphasis on the emotional factors which largely condition child behavior; (2) the social environment of the child; the community, school and family; (3) the attitude with which the social worker should approach the problem child, and the technique needed to deal adequately with the case. The child guidance clinic.

Thursday, 7-9. MICHAEL P. LONERGAN, M.A., M.D.
Both Semesters.

PSYCH. 221 - 222.—Psychiatry. (4 points.)

Cf. School of Sociology and Social Service.

The first part of this course consists of a series of lectures in which are explained the diagnostic signs, the psychological bases and the treatments for mental disorders. In the second part, individual case records are presented, conferences are conducted and visits are made to Bellevue Hospital, Randall's Island and Manhattan State Hospital on Ward's Island.

Monday, 7-9. MICHAEL P. LONERGAN, M.A., M.D.
Both Semesters.

PSYCH. 401 - 402.—Dissertation Seminar in Psychology.

Monday, 4.15-5.55. REV. WALTER G. SUMMERS, S.J.
Both Semesters. AND ASSISTANTS.

RELIGION

REL. 11 - 12.—Popular Apologetics. (4 points.)

Revelation, natural and supernatural. Miracles and prophecies. The Christian revelation. The Divinity of Christ. The institution and end of the Church. The constitution of the Church. St. Peter given the primacy of jurisdiction. The Pope, the successor of St. Peter. The infallibility of the Pope. The marks of the Church. Church and State.

Tuesday, 7-8.40. REV. MARTIN J. SCOTT, S.J.
Saturday, 11.05-12.45.
Both Semesters.

REL. 13 - 14.—Sociological Values of Religion. (4 points.)

The ideas of progress, culture and civilization analyzed and treated historically. The energizing influence of Christianity to every detail of human welfare. Development of culture and civilization through the Christian religion by its directive, authoritative, legislative and interpretative influence on such problems as human life, personality, labor, marriage, government, health, property, wages.

Thursday, 4.15-5.55. REV. EDWARD J. TOBIN.
Both Semesters.

REL. 122.—Religious and Moral Origins. (2 points.)

The purpose of the present course is to codify and to interpret the sociological data of primitive history, archæology and ethnology. In order to effect a transition from the known to the unknown, it seems best to open the investigation with a study of the earliest civilizations of history. Under the captions of theogony, ritual, morals and customs, it is designed to present the salient social features of the varied culture cycles, with the intent of arranging them in chronological order. Among subjects to be discussed may be mentioned races and racial traits, primitive economics, hunting and agriculture, early art forms, development of organized society, fetishism, animism, mythology, totemism, magic, superstition, polytheism, dualism, monotheism, religion. The sources are the most primitive documents, traditions and folklore. Throughout, the mutually exclusive theories of cultural evolution and primitive degradation will be exhibited in sharp contrast.

(This course is given by the School of Sociology and Social Service, as Social Anthropology.)

Hours to be arranged. REV. J. TRACEY LANGAN, S.J.
Second Semester.

Teaching Religion in Elementary Schools.

Cf. EDUC. 193 f - 194 f.

Teaching Religion in Secondary Schools.

Cf. EDUC. 197 f - 198 f.

SCIENCE

SCI. 1.—General Science, I. (2 points.)

A general study of matter and energy relative to physics, chemistry and biology. The following subjects are considered: the structure of matter. The elements. Common inorganic and organic compounds. States of matter. Laws governing matter as a gas, a liquid, or as a solid. Use of matter as a gas, liquid, or solid, by man. How water serves man. Electricity in the service of man. Clothing: source and care. Light in the service of

man. Life on earth. Diseases and how we fight them. Contributions of science for the conservation of health. Weather and climate, etc.

Saturday, 9.15-10.55. PETER J. CONROY, Ph.G., Ph.D.
First Semester.

SCI. 2.—General Science, II. (2 points.)

Continuation of SCI. I.

A study of matter and energy relative to physics, chemistry and biology.

Saturday, 9.15-10.55. PETER J. CONROY, Ph.G., Ph.D.
Second Semester.

SCI. 23.—Physiology and Hygiene, I. (2 points.)

This course includes a general study of the structure and functions of the skeletal, muscular, digestive, circulatory, respiratory, excretory, reproductive and nervous systems. Also a general survey of the scientific knowledge relative to the health of the individual and the community. Hygiene of nutrition, exercise and rest.

Thursday, 4.15-5.55. PETER J. CONROY, Ph.G., Ph.D.
and
Friday, 7-8.40. HELEN LIDDELLE JONES, M.A.
First Semester.

SCI. 24.—Physiology and Hygiene, II. (2 points.)

This course presents the principles of physiology, with a study of the important part taken by air, water, soil, food bacteria, in relation to health.

Thursday, 4.15-5.55. PETER J. CONROY, Ph.G., Ph.D.
and
Friday, 7-8.40. HELEN LIDDELLE JONES, M.A.
Second Semester.

SCI. 71 - 72.—Food and Nutrition. (4 points.)

In this course, the essentials of an adequate diet for individuals and groups of different ages and different conditions of health and activity will be discussed. Special emphasis will be placed on dietary needs of the growing child and the ways in which the parents or teacher who has a working knowledge of nutrition can contribute to the health and well-being of children by the practical application of the principles of nutrition to daily living. This course will be of special interest to social workers and teachers of home economics and physical education. It will be equally helpful to elementary and high school teachers and teachers in continuation schools.

Monday, 4.15-5.55. HELEN LIDDELLE JONES, M.A.
and
Wednesday, 7-8.40.
Both Semesters.

For other science courses look under Biology, Chemistry and Physics.

SPANISH

UNDERGRADUATE COURSES

SPAN. 1 - 2.—Elementary Spanish. (4 points.)

Intended for those who wish to begin the study of Spanish. It includes a thorough drill in pronunciation, the basic rules of grammar, easy readings and translations; beginning of work in composition and conversation.

Saturday, 9.15-10.55. HELEN M. LANE, M.A.
Both Semesters.

SPAN. 3.—Elementary Prose Reading. (2 points.)

This course is organized to meet the need for an early reading knowledge. It begins with the simplest prose and aims to develop in the student the ability to read easy Spanish.

Tuesday, 7-8.40. HELEN M. LANE, M.A.
Either Semester.

SPAN. 21 - 22.—Spanish Conversation and Composition. (4 points.)

This course is offered to those who already have a general knowledge of the basic principles of the language. It will intensify the knowledge of the language by means of a synoptical review of grammar, supplemented by conversation, reading, translation and composition work.

Wednesday, 4.15-5.55. HELEN M. LANE, M.A.
Both Semesters.

SPAN. 23 - 24.—Advanced Composition and Stylistics. (4 points.)

An advanced course for students in oral and written composition. A study of the peculiarities of style and vocabulary will be made in selections from the principal contemporary Spanish authors. There will be translation from English into Spanish of texts of increasing difficulty, accompanied by class discussions of the student's translations. There will also be practice in original essays. Special emphasis will be given to the study of vocabulary, use of tenses and idioms.

Friday, 4.15-5.55. HELEN M. LANE, M.A.
Both Semesters.

SPANISH 35.—The Classical Drama. (2 points.)

A study of the classical drama in Spanish literature. Readings in Calderón, Lope de Vega and Tirso de Molina; sight reading; theme writing.

Texts: Calderón: *El Alcalde de Zalamea;* Lope de Vega: *Amar sin saber a quién;* Tirso de Molina: *Don Gil de las calzas verdes.*

Monday, 4.15-5.55. HELEN M. LANE, M.A.
First Semester.

SPANISH 36.—Cervantes. (2 points.)

A study of the style and work of Cervantes with prepared and sight readings.

Texts: Cervantes: *Don Quijote; Las Novelas ejemplares.*

Monday, 4.15-5.55. HELEN M. LANE, M.A.
Second Semester.

UNDERGRADUATE AND GRADUATE COURSES

The following courses may be offered as a minor, particularly in the French Department.

SPAN. 125.—Golden Age in Spanish Literature. (2 points.)

An appreciation of the language, thought and background of the prose of the Golden Age. The relative position of Lope de Vega, Ruiz de Alarcon, Calderón and Tirso de Molina will be discussed.

Saturday, 9.15-10.55. EMILE SAMRA, L.ésL.
First Semester.

SPAN. 131.—Masterpieces of Spanish Literature. (2 points.)

Specimens of the novel, short story, essay, poetry and drama will be examined with biographical and historical background. There will be lectures on periods of literature, readings from the most important works and class discussions.

Saturday, 9.15-10.55. EMILE SAMRA, L.ésL.
Second Semester.

SPAN. 136.—Modern Novelists and Dramatists. (2 points.)

The course will consist of an examination of the works of Fernán Caballero, Pedro A. de Alarcón, Juan Valera, Pereda, Pérez Galdós, Pardo Bazán, Palacia Valdés, Blasco Ibánez, Pío Baroja, Ricardo León, Pérez de Ayala, Concha Espina, José Echegaray, Benavente, Linares, Rivas, Quintero Brothers, Martinez Sierra, Marquina. There will be readings, lectures, discussions and reports.

Tuesday, 4.15-5.55. EMILE SAMRA, L.ésL.
Either Semester.

Methods of Teaching Modern Language in Secondary Schols.

Cf. EDUC. 141 f - 142 f.

Introduction to Romance Philology.

Cf. FRENCH 293.

FORDHAM UNIVERSITY PRESS

FORDHAM UNIVERSITY

FORDHAM COLLEGE
(Manhattan Division)

AND

THE SCHOOL OF BUSINESS

CATALOGUE

1933 - 1934

233 Broadway New York, N. Y.

Calendar for 1933

JANUARY

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Calendar for 1934

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Academic Calendar

1933

Sept. 18.....Classes begin for Freshmen
Sept. 19.....Classes begin for Sophomores
Sept. 20.....Classes begin for Juniors
Sept. 21.....Classes begin for Seniors
Sept. 28..... Mass of the Holy Ghost
Oct. 12.....Columbus Day; no classes
Oct. 25.....Opening of Annual Retreat
Oct. 28.....Close of Annual Retreat
Nov. 1.....Feast of All Saints; no classes.
Nov. 7.....Election Day; no classes
Nov. 30.....Thanksgiving Day
Dec. 8.....Feast of the Immaculate Conception; no classes
Dec. 21.....Christmas Recess begins after class

1934

Jan. 3..... Classes resumed
Jan. 18..... Mid-year examinations begin
Jan. 31..... Term holiday
Feb. 1..... Second semester begins
Feb. 12.....Lincoln's Birthday; no classes
Feb. 22.....Washington's Birthday; no classes
March 28.....Easter Recess begins after class
April 9..... Classes resumed
May 10.....Ascension Thursday; no classes
May 12..... Sodality Mass and Reception
May 22.....Final Examinations begin
May 30..... Memorial Day
June 4.....Term holiday for February-September Freshmen
June 5.....Second semester begins for February-September Freshmen
June 10.....Baccalaureate Sermon
June 13.....Commencement

Opening of Classes, Scholastic Year 1934-1935

1934

Sept. 17.....Classes begin for Freshmen
Sept. 18.....Classes begin for Sophomores
Sept. 19.....Classes begin for Juniors
Sept. 20.....Classes begin for Seniors

CONTENTS

Academic Calendar 3

Historical Statement 5

Officers of Administration 7

The Faculty 8

System of Education 10

Tuition and Fees 18

Requirements for Admission to Fordham College..... 20

Schedule of Courses in Fordham College..... 25

Outline of Courses in Fordham College..... 26

Requirements for Admission to the School of Business..... 52

Program for Degree in the School of Business..... 56

Program for Certificates in the School of Business..... 57

Outline of Courses in the School of Business..... 60

Organizations 78

Historical Statement

FORDHAM COLLEGE, MANHATTAN DIVISION

Fordham College, Manhattan Division, began in September 1923, as a one-year evening pre-law course for all high school graduates under the supervision of the School of Law of Fordham University. In 1925 a second year was added to the pre-law course and the two-year course was placed under the direction of the Manhattan Division. The two-year pre-law course was supplanted, however, in September 1928, by a four-year college course leading to the degree of Bachelor of Science and conducted under the title of Fordham College, Manhattan Division, and functioning as a separate unit of Fordham University.

The peculiar purpose of Fordham College, Manhattan Division, is to prepare prospective law students for entrance to Law School and the courses offered have been arranged to fulfill as completely as possible this purpose. Accordingly, courses in Economics, American and Comparative Government, and a four year course in Scholastic Philosophy are included in the curriculum of studies. This department, however, offers, in the Junior and Senior years, courses in Education which fulfill the minimum requirements for a State Teacher's Certificate, to such students who wish to enter the field of education.

Due to its location in the heart of the business center, Fordham College, Manhattan Division, makes it possible for young men, unable to attend a campus college, to continue their studies while devoting a limited number of hours to business.

THE SCHOOL OF BUSINESS

The School of Business was established in 1920 as a School of Accountancy to provide for the increasing number of Catholic

young men desiring scientific training in the field of Business and for such who desired to prepare themselves for the C. P. A. examinations. Since 1927 the School of Business has offered a four-year day course and six-year evening course in business and cultural subjects leading to the degree of Bachelor of Science, majoring in Business Administration. This course is offered for those who wish to secure a thorough knowledge of the principles and methods of business procedure together with the cultural subjects necessary for a broad liberal education, and for those who expect to become candidates for examinations for the Certified Public Accountant Certificate.

For such students who cannot meet the matriculation requirements of the degree course, but who desire to avail themselves of the advantages of a balanced course which provides a substantial cultural background to complement technical business courses, or for those who desire to combine with the technical business courses a minimum number of cultural subjects, Certificate "A" or "B" is offered.

Those engaged in business, and who consider it expedient to add to their practical business experience a thorough theoretical training in the subjects of Accounting, Business Law, Business Economics or Business English, may register in the School of Business as "Special Students".

LOCATION

Fordham College, Manhattan Division, and the School of Business, are located on the seventh floor of the Woolworth Building, 233 Broadway. Both the B. M. T. and the I. R. T. subway system have stations with entrance in the building, and the proximity of all the elevated railways, the Independent System, the Hudson tubes and the New Jersey and Staten Island ferries, make for ideal accessibility. Telephone number: COrtlandt 7—6010.

Officers of Administration

VERY REV. ALOYSIUS J. HOGAN, S.J., PH.D.
PRESIDENT OF THE UNIVERSITY

REV. THOMAS C. HUGHES, S.J.
DEAN

REV. JOSEPH T. KEATING, S.J.
TREASURER

CHRISTOPHER M. WALDORF, A.B.
BURSAR

E. VINCENT O'BRIEN, M.A.
REGISTRAR

HUGH S. O'REILLY, M.A., C.P.A.
CHAIRMAN DEPARTMENT OF ACCOUNTING

THOMAS F. CALLAHAN, A.B.
ASSISTANT BURSAR

Faculty

1933—1934

EDMUND F. BOWEN, C.P.A. ..... Accounting
RAYMOND BURDICK, LL.B. ..... Business Law
ARTHUR CLAYDON, Ph.B. ..... Government
EDMUND C. COLLINS, LL.B. ..... History
REVEREND WILLIAM CORLEY, Ph.D. ..... Religion
FRANCIS DOWNING, M.A. ..... History
PATRICK J. DOWNING, Ph.D. ..... Philosophy
CYRIL B. EGAN, A.B. ..... English
HERBERT W. ELLIS, C.P.A. ..... Accounting
JAMES FALLON, A.B. ..... Business English
REVEREND JAMES FLOOD, S.T.L. ..... Religion
REVEREND HENRY GEBHARD, M.A. ..... Religion
MAURICE I. HART, Ph.D. ..... Economics, Government
WILLIAM HURLEY, M.S. ..... Physics
C. MURRAY KAVANAGH, LL.B. ..... Business Law
LEO I. KEARNEY, M.A. ..... Education
ROBERT KOERNER, LL.B. ..... Business Law, Public Speaking
REVEREND JOSEPH KOONZ, S.T.B., M.A. ..... Religion
REVEREND PETER J. LAMBE, Ph.D. ..... Religion
REVEREND CONRAD MCCOY, A.B. ..... Religion
WILLIAM T. MCNIFF, M.A. ..... Physics
JOHN T. MCSHARRY, M.S. ..... English
JOHN F. MAHONEY, B.S., C.P.A. ..... Accounting
LAWRENCE MANNION, A.B. ..... Latin

ARTHUR MANNIX, M.A., C.P.A. ..... Economics, Accounting

RAYMOND F. O'BRIEN, M.A., LL.B. ..... English, Public Speaking

WILLIAM O'BRIEN, M.A., LL.B. ..... Business Law, Public Speaking

CHRISTIAN OEHLER, M.A., C.P.A. ..... Accounting

HUGH S. O'REILLY, M.A., C.P.A. ..... Economics, Accounting

REVEREND JOSEPH OSTERMAN, A.B. ..... Religion

JOHN REDDEN, M.A. ..... Education

JOHN REILLY, M.A., LL.B. ..... Economics

JOSEPH F. RICE, M.A. ..... Public Speaking, Dramatics

EMILE SAMRA, L'es L. ..... Spanish

CLIFTON SAUSE, C.P.A. ..... Accounting, Economics

THOMAS SCANLAN, B.C.S., LL.B. ..... Accounting

JOSEPH R. SHERLOCK, M.A., LL.B. ..... Philosophy

D. JOHN SPAGNOLI, M.A. ..... French

RAYMOND STRASSBURGER, A.B. ..... Philosophy

JAMES E. TOBIN, Ph.D. ..... English

JAMES VAUGHAN, M.A., LL.B. ..... Philosophy

LEO YANOWSKI, Ph.D. ..... Chemistry

System of Education

While Fordham College, Manhattan Division, has as its peculiar purpose the training of prospective Law students, with special courses in Economics and Government included in its program, yet the educational system employed is substantially that of all other Colleges of the Society of Jesus. Those who are desirous of making either a scientific or historical study of that system have abundant sources of information in the following works: *Monumenta Germaniæ Pedagogica,* Vols. II, V, IX, XVI; *Un College de Jesuites,* par C. De Rochemonteix, S.J. For a shorter commentary on the Ratio Studiorum, the reader is referred to *Jesuit Education* by Robert Swickerath, S.J.

Education, in its complete sense, is understood by us as the full and harmonious development of the intellectual, moral and physical powers of man. It is not, therefore, mere instruction or the acquisition of knowledge, although instruction and the acquisition of knowledge necessarily accompany any right system of education. But the gaining of knowledge is a secondary, or at any rate a concomitant, result of education. Learning is an instrument of education, not its end. The end is culture, and mental and moral development.

Hence such studies are chosen as will effectively further the end proposed. These studies are selected, moreover, only in such numbers as are sufficient and helpful to ensure a gradual and natural development of the students' powers. A student who is to be educated will not be forced, in the short period of his college course and with his immature faculties, to study a multiplicity of the languages and sciences into which the vast world of modern knowledge has been divided. If two or more sciences, for instance, give similar training to some mental faculty, that one is chosen which combines the most effective training with the largest and most fundamental knowledge.

The purpose of the mental training given is not proximately to fit the student for some special employment or profession, but to give him such a general, vigorous and rounded development as will enable him to cope successfully even with the unforeseen emergencies of life. While giving the mind stability, it tends to produce mental elasticity, the lack of which is one of the most hopeless and disheartening results of specialism in students who have not brought to their studies the uniform mental training given by a systematic college course. The studies, therefore, are so chosen and communicated that the student shall gradually and harmoniously reach, as nearly as may be, that measure of culture of which he is capable.

It is fundamental in the system of the Society of Jesus that different studies have distinct and peculiar educational values. The Natural Sciences, Language and History are complementary instruments of education to which the doctrine of equivalence cannot be applied. The specific training given by one cannot be supplied by another.

Lastly, the system does not share the illusion of those who seem to imagine that education, understood as an enriching and stimulating of the intellectual faculties, has a morally elevating influence in human life. While conceding the effects of education in energizing and refining imagination, taste, understanding and powers of observation, we have always held that knowledge and intellectual development of themselves have no moral efficacy. Only religion can purify the heart, and guide and strengthen the will.

The Jesuit system of education, then, aims at developing, side by side, the moral and intellectual faculties of the student, and sending forth to the world men of sound judgment, of acute and rounded intellect, of upright and manly conscience. And since men are not made better citizens by the mere accumulation of knowledge, without a guiding and controlling force, the principal faculties to be developed are the moral faculties. Moreover, morality is to be taught continuously; it must be the vital force

animating the whole organic structure of education. It must be the atmosphere the student breathes; it must suffuse with its light all that he reads, illuminate all that is noble, expose what is base, and give to the true and the false their relative light and shade.

In a word, the purpose of Jesuit teaching is to lay a solid substructure in the whole mind and character for any superstructure of science, professional and special; as well as for the upbuilding of moral, civil and religious life.

RELIGIOUS TRAINING

Despite the apparent handicap of its location in the heart of the New York business center, Fordham College, Manhattan Division, and the School of Business, offer to all of its students the spiritual advantages enjoyed by students of other Jesuit colleges. All students are required to attend two hours of Religion weekly. A special course in Comparative Religion is offered to the Non-Catholic students throughout the four years. Besides the Religion courses there is a three day Retreat held annually at St. Peter's Church, Barclay Street, for both the morning and evening students. Sodality meetings conducted in Sodality Hall, located on the 8th floor of the Woolworth Building, are held weekly for both the morning and the evening students and Sodalists attend Mass and receive Holy Communion at St. Peter's Church every first Friday. Devotions in honor of the Mother of God are held daily during the month of May.

STUDENT COUNSELLOR

The University believes that the best way to educate the students entrusted to her care is through individual guidance, and thus provides for a Reverend member of the Faculty to administer to each and every student personal spiritual attention and guidance. The Student Counsellor, as the sympathetic friend and adviser of the student, encourages him and provides

for frequent conferences. He helps the student diagnose his difficulties and problems, and suggests remedial treatment. To know the student and help him know himself, the Counsellor charts his complete progress during College life. He notes his abilities, capacities, interests and outstanding traits in order to guide and encourage the student during his college career and to assist him in the wise choice of a profession or vocation.

SCHOLARSHIP

The courses of study offered are conducted according to the Jesuit system of education which has for its objective the highest culture through the development of the mental gifts and moral qualities of those entrusted to its care. To attain this ideal a student is expected to co-operate by earnest and persevering application to the daily assignments. The minimum amount of work outside of the classroom, expected and required for passing success, is one hour for every scheduled lecture.

The schedule of studies in Fordham College, Manhattan Division, is prescribed for all students admitted to that department and no student is permitted to drop any course in this schedule without the expressed and written permission of the Dean.

Special students in the School of Business are expected to fill out a change of course card in the event that permission is granted either to drop a course for which they have already registered or to change to another course approved of by the Dean.

Students are urged to take advantage of the special facilities offered by the Manhattan Division in its Reference Library located on the eighth floor of the Woolworth Building. Reference books for all courses may be procured in this library. This library receives regularly all the current magazines and periodicals. Besides the Reference Library the student has the privilege of the University Library which is located on the Campus. For the students of Junior and Senior years who undertake the study of Chemistry and Physics, provision is made in the Chemistry and Physics Buildings located on the campus with lecture

rooms, laboratory and research rooms where is found the best and latest scientific equipment. Special opportunities are offered to students intending to enter the legal field to develop power and ease of expression since Public Speaking classes, Debating Societies and Dramatics receive special emphasis in the extra-curricular program.

ATTENDANCE

The first semester of the school year begins about September 15th, the second semester February 1st. The morning session classes begin at 9.15 a. m., and the evening session classes begin at 6.05 p. m. It should be noted by applicants that classes begin promptly on the scheduled hour both for the morning and the evening sessions. Late-comers are not permitted to enter the classroom. Students who are not present 85% of the semester will not receive any credit for the work of the semester. "Cuts" are not allowed but excused absences not exceeding 15% of a semester are permitted without the loss of credit for the semester. Certified excuses must be filed with the Registrar for all absences incurred and immediately on return to classes. If in any semester a student absents himself in a subject exceeding twice the credit hours of that subject, he shall receive no credit for the course. Absence, even when excused, affects class standing and the class average is lowered by such absences. Absences on the day preceding a vacation or holiday will be recorded as two absences.

Students are expected to notify the office immediately of any change of address. "Change of Address" cards for this purpose may be obtained in the office of the Registrar.

WITHDRAWAL NOTICE

Students in Fordham College, Manhattan Division, or the School of Business, who for any reason whatsoever are forced to discontinue, should notify the Registrar immediately, and in

writing, of their intention to withdraw. Honorable dismissal will not be granted to any one who fails to conform to this regulation.

EXAMINATIONS AND PROMOTIONS

Examinations are held in the course of each semester on the subject-matter of that semester. Examinations in the Philosophy courses of Freshman and Sophomore years are given on the completion of individual courses. The final average is determined by the student's record for recitations, written assignments and tests during the course of the semester combined with the results of the quarterly and final examinations. Any student failing to receive a passing mark in the semester's average in any subject is considered a failure in that subject and must repeat the subject-matter. A passing grade in both the semester's average and the final examination must be attained.

Students incurring three failures will be dropped from the college register. If a student is permitted to enter an advanced class with a failure he must register for the subject which he has failed at the time he registers for the advanced class and in the session other than that in which he is attending the advanced classes. A failure in any course repeated will debar a student from further credit. Under certain circumstances a student may repeat the entire semester taking all courses once again and such a student will be required to attain a recommendation grade for the semester repeated or withdraw from the college without credit.

Condition examinations are held about one week after notification of the results of the final examinations. Condition examinations are allowed in a limited number of subjects.

Students who absent themselves from the final examinations may be permitted to take the condition examination under the usual conditions and at the time of the condition examinations, provided a certified and acceptable reason for their absence from the final examination is filed within two days of the incurred ab-

sence. Such students, however, will be granted the grade attained in the condition examination.

Students who fail the condition examination will be expected to repeat the course before another examination will be granted. Those absent from a condition examination are not allowed another examination but must repeat the entire course.

Students who have not removed all matriculation deficiencies will not be permitted to enter Sophomore year. No student with a Freshman failure will be permitted to register for Junior year. No student will be permitted to enter the Senior year with any scholastic deficiency whatsoever.

GRADES AND REPORTS

Students who have consistently low grades will be requested to withdraw. Report cards containing the grades in each subject are mailed to the students at the close of each semester. Should parents or guardians of students in these departments desire report cards mailed to them and not to the student they should inform the office.

TRANSCRIPT OF RECORD

Any student desiring a transcript of his record should be careful to note exactly the address to which he wishes the transcript mailed. Official transcripts of records are not given to the student but are mailed directly to the University or College designated. No transcript will be issued during the periods of registration, examination and commencement. No student will be recommended to professional schools who does not attain an average of 75% in all subjects.

GRADUATION

Students who have successfully completed the entire course as prescribed are recommended for the degree in course. This degree is conferred at Commencement at which time the student

receives his diploma from the President of the University. Degrees with distinction are noted on the diploma and Commencement program. Upon the students of the School of Business who have completed successfully the courses prescribed, Certificate "A" or Certificate "B" will be conferred by the Reverend Dean at a time designated.

The University reserves the right to withhold such degree or certificate from any student who fails to attain to the standard required by the University in moral character as well as in scholastic endeavor.

Tuition and Fees

FORDHAM COLLEGE (MANHATTAN DIVISION)

1.	Tuition, Full-time Students (day and evening)	$210.00
2.	Student Activities Fee	15.00
3.	Matriculation Fee	5.00
4.	Examination Fee	1.00
5.	Physics Laboratory Fee	20.00
6.	Physics Breakage Fee (returnable)	15.00
7.	Chemistry Laboratory Fee	20.00
8.	Chemistry Breakage Fee (returnable)	15.00

Special students will be charged at the rate of $7.50 per credit hour.

A University fee of $5.00, payable at the beginning of each semester, is added to part-time tuition.

Diploma Fee	15.00
Transcript of record Fee	1.00

THE SCHOOL OF BUSINESS

1.	Tuition, Full-time Students	$210.00
2.	Student Activities Fee	15.00
3.	Matriculation Fee	5.00
4.	Examination Fee	1.00

The charge for tuition where two subjects are taught, viz.: Accounting and Business Law, is fifty dollars ($50.00) for each semester.

Part-time students will be charged at the rate of $7.50 per semester hour for all subjects except Accounting. All fees for each semester must be paid in full at the beginning of each semester.

A University fee of $5.00, payable at the beginning of each semester, is added to part-time tuition.

Diploma Fee	$15.00
Certificate Fee	5.00
Transcript of Record Fee	1.00

Rules of the University prescribe that registration, tuition and laboratory fees are payable before attendance at any lecture or laboratory period, unless other arrangements have been made with the Bursar.

All fees are subject to change at the discretion of the Trustees of the University. Students of Fordham College, Manhattan Division, and the School of Business are subject to the regulations of the Treasurer's office governing payment of tuition fees, etc., and refunds of the same.

No consideration will be given to applications for refunds unless the student has given notice to the Registrar of withdrawal. Where illness, physical disability, or any extraordinary circumstances require a student to leave, he may file with the Bursar a written statement of the causes of such withdrawal, accompanied by a statement from the Registrar giving the date of withdrawal. The "date of withdrawal" is the date on which the student has actually notified in writing the Registrar. Thereupon, the University will take under consideration the equities of the case; but in no event will the registration, matriculation or activities fees be returned.

Requirements for Admission

to

Fordham College (Manhattan Division)

APPLICATION AND ADMISSION

All students desiring to obtain admission to Fordham College (Manhattan Division), should present themselves at the office of the Registrar, Room 758, Woolworth Building, and fill out an application for admission. They should notify the authorities of the schools they have attended that they have made such application, requesting that an official record of their work be mailed directly to: THE REGISTRAR, Fordham College (Manhattan Division), 233 Broadway, Room 758, New York, N. Y.

All communications and inquiries concerning application and registration should be addressed directly to the Registrar. Applicants should be careful to specify the department of the University together with the room number of the Registrar's office when applying for information concerning Fordham College (Manhattan Division).

The application and high school record, when received, will be presented for consideration to the Faculty Committee on Admissions.

All candidates for admission, whose applications have been accepted by the Faculty Committee, will be informed by the Registrar as to the details of their registration.

MATRICULATION REQUIREMENTS

Candidates for admission to the Freshman class must present evidence of their graduation *with diploma* from a four-year course in a secondary school accredited by the Regents of the University of the State of New York.

Candidates must be able to obtain certificates of good moral character and of honorable dismissal from all schools they have attended as well as a certification by the principal of their high school that they are qualified for higher studies. It is expected that such certification will not be given to those who have received a grade of less than 75% in their high school course.

Students who have attended other colleges must file a transcript of their record, even though no advanced credit is desired or granted.

The record of high school work must represent at least 15 units distributed over the usual period of years in a recognized secondary school.

UNITS

The University of the State of New York thus defines a *unit*: The value given to a study which is pursued five periods a week for approximately 45 minutes for each period, for 38 weeks (190 school days) and involving an equal amount of time in preparation outside the classroom.

The units offered for admission into the regular Freshman class *must* include the following subjects:

Subject	*Units*
English	3
Algebra	1
Plane Geometry	1
Foreign Language	2
History (American)	1

SPECIFIED UNITS

The three units in English represent the work usually completed in the prescribed four-year course of an approved secondary school.

The two units in Mathematics are the minimum requirement. The two units in foreign language are also the minimum requirement. One year, or a single unit, in any language will not be

accepted. The language presented for matriculation must, in any case, be chosen from a group including French, German, Italian, Latin and Spanish.

The unit of History must be in American History. Credits presented in this subject must represent one full year of work. This subject should be supplemented by courses in Civics and Economics.

A unit of science may be chosen from the following group: Physics, Biology, Zoology, Chemistry and General Science. Credit for one-half year of Physiography and Physiology may be taken together to complete the science requirement. General Science and Elementary Biology, when taken together, can be accepted for only one unit.

ELECTIVE UNITS

It is required that the applicant present an additional seven units for credit matriculation above and beyond the eight units indicated in the above schedule. Furthermore, it is expected that the applicant will model the credits which he is to present in satisfaction of the matriculation requirements according to the recommendations which are stated below concerning standard high school subjects. He may, however, in some cases, be allowed to present the elective units partially from other standard high school subjects.

It is recommended that the applicant be able to present credit for:

1. Three years of one foreign language and two years of a second. Latin is recommended for prospective Law students.
2. At least two full years of History. For prospective Law Students, one-half unit in Civics is required.
3. Two years of Science (including Biology *or* General Science) chosen from the group specified above.

N. B.—Students who have no credit for a course in Trig-

onometry but desire to continue on to Junior and Senior years of Fordham College will be expected to register for a special course in Trigonometry to be given in the Junior year of their college course. A special fee of $15.00 above the usual tuition fee will be charged for this course.

ADVANCED CREDIT

No advanced credit is granted to a student in any one or more subjects specified on the schedule of courses. However, if a student has the exact equivalent of any complete year, he will be granted advanced credit for that year.

SPECIAL STUDENTS

Fordham College (Manhattan Division) will not admit students desiring to register for special courses selected from the prescribed courses of studies. Students wishing to register for Special courses in cultural subjects are referred to Teachers College, Woolworth Building, R. 736.

PROFESSIONAL OPTION

Students who have completed successfully three years of the course in Fordham College (Manhattan Division) with an exceptionally good record are permitted, on recommendation of the Faculty Committee, to attend the first-year classes of the Fordham Law School while completing the work of their Senior year, and to substitute their law studies for the elective courses prescribed for the Senior year.

This privilege is granted under the following conditions:

1. That the student be registered in the Fordham University School of Law;
2. That the first year of law be taken together with the Senior course;
3. That the first year of law be successfully completed.

N.B.—(a) Students of the evening session are not granted this privilege unless, during the time they are completing their

Senior year, they attend the morning or afternoon classes of the Fordham Law School.

(b) Professional Option Students, although their work both in the College and Fordham Law School will have been completed by June, will not receive their degree until the following October.

COURSES OF STUDY

All students matriculating in Fordham College (Manhattan Division) are matriculated for an academic degree of B.S. having a major in a social science.

Students preparing for Medicine or Dentistry should not apply to this department. Students wishing to register in an A.B. course or in a B.S. course majoring in pure science are referred to the Registrar of Fordham College, Bronx Division, Bronx, New York.

The complete schedule of courses prescribed for Freshman and Sophomore years, must be followed by all students matriculating in Fordham College (Manhattan Division). Students desiring to register for extra courses must apply to the Dean for special permission. This permission will be granted rarely and only to students of exceptionally high scholastic standing in the prescribed college courses.

In the prescribed courses of Junior and Senior years, opportunity is offered for the election of a field of specialization.

Prospective Law students are recommended to elect Political Philosophy. Prospective Teachers may elect the two-year course offered in Education.

It is to be noted that the work of specialization is not professional, but is intended only as a background and remote preparation for later professional studies. Courses offered in the field of specialization for prospective teachers fulfill the minimum requirement of New York State for the College Graduate Professional Certificate.

Schedule of Courses*

FRESHMAN YEAR

Subject	*Credits*
Philosophy	8
English	6
Foreign Language	6
Economics	6
English History	4
Religion	2
Public Speaking	2
	34

SOPHOMORE YEAR

Subject	*Credits*
Philosophy	8
English	6
Sociology	4
Economics	4
American History	4
Government	4
Religion	2
Public Speaking	2
	34

JUNIOR YEAR

Subject	*Credits*
Philosophy	8
Chemistry	8
English	6
Religion	2
Field of Specialization	8
	32

SENIOR YEAR

Subject	*Credits*
Philosophy	8
Physics	8
Elective	4
Religion	2
Field of Specialization	8
	30

*This schedule of courses is subject to change at the discretion of the Dean and his Advisory Committee.

Outline of Courses

ECONOMICS

FRESHMAN YEAR THREE HOURS A WEEK BOTH SEMESTERS

Economics—A short history of Economics. Schools: Liberal, Socialist, Catholic, Historical. Wealth, value, price. Production. Factors of production: Nature, labor, capital. Exchange, Money. Money and prices. Inflation and contraction. Depreciation. Credit. Consumption of wealth. Rent. Interest, profits, wages. Nature and history of business cycles. Short history of Banking. Kinds of banks in the United States. Their nature and functions. Domestic and foreign trade. International Trade System. Causes and advantages of exchange. Mechanisms of exchange. Foreign exchange; its fluctuations, limits, stabilizing factors. Tariffs. Protection and free trade. Railroads: Growth; groups; charges; alleged evils. Interstate Commerce Commission. Government regulation. Government ownership. Trusts. Advantages and disadvantages of larger corporations. The trust problem. Sources of government revenue. Taxation; kinds; incidence and shifting of taxes; principles of taxation. Public debt. History, nature and advantages of Insurance. Theory. Kinds of insurance. Industrial insurance. Compensation laws.

SOPHOMORE YEAR TWO HOURS A WEEK BOTH SEMESTERS

Advanced Economics—This is a survey course in general business principles and practice. The course covers business as a whole and discusses the grouping of business activity into major classes, such as extraction, manufacture, commerce, finance, etc. The forms of business organization; sole proprietorship, partnership, corporation, common law trust, etc. The

Economics (*continued*)

development of modern industrial organization. The place of capital and the costs incident. The practical application of economic laws to specific business problems. The theory of primary and secondary markets; the laws of increasing and diminishing returns; the question and advisability of "dumping"; the legal and political obstacles to certain methods of business development. The principles of accounting are introduced. The purpose of accounting records is set forth; the method of collecting and assembling data; preparation of financial statements and their use; credit, investment, financing, etc. The management of business enterprises; the administrative control of a business; the delegation of authority; the use of external and internal statistics; methods of corporate financing; different classes of securities.

EDUCATION

JUNIOR YEAR THREE HOURS A WEEK FIRST SEMESTER

Principles of Education—After a brief consideration of the more important principles contributed to education by philosophy, religion, psychology, biology, sociology and ethics, their practical application to the teacher's work will be examined and illustrated. The following are some of the topics treated from which principles are derived: the nature, function and scope of education; its relation to allied sciences; the art and science of education; immediate and ultimate objectives of education; fundamental principles and methods of learning; percepts, concepts, judgment and reasoning; the curriculum and methods of teaching; individual differences and intelligenee; objective tests and measurements; vocational training and educational guidance; functions of elementary, secondary and higher education.

Education (*continued*)

JUNIOR YEAR THREE HOURS A WEEK FIRST SEMESTER

History of Education—A general survey of the History of Education from ancient times to the present. Particular attention will be given to the following topics: Greek Education; Roman Education; the beginnings and main contributions of Christianity; the monasteries and the preservation of learning; the school system and education of the middle ages; Scholasticism; Universities; the Renaissance; the Protestant Revolution; the Catholic Revival and the Early Scientific Movement; Realism; the Enlightenment; Naturalism; improvement of method; beginnings of Education in America; early national influences in United States; development of free schools; establishment of school supervision; the extension of the system; High Schools; Normal Schools; State Universities; National system of France, Prussia and England. Federal Relations to Education.

JUNIOR YEAR TWO HOURS A WEEK SECOND SEMESTER

General Methods of Teaching in Secondary Schools—The aim of this course is to acquaint the teacher with the new methods of classroom teaching and the most economical procedures of high school instruction. The topics include: the aim and purposes of secondary education; the first days of teaching; discipline and classroom management; lesson planning; supervised study; the project and problem methods; socialized recitation; visualized instruction; drill review; laboratory and reorganization lessons; new types of tests and examinations; teacher's marks and final grades; individual differences.

SENIOR YEAR TWO HOURS A WEEK BOTH SEMESTERS

Educational Psychology—A study of the more important psychological principles and theories related to the development of the individual and to his modification by the educa-

Education (*continued*)

tional process. The following topics are treated: Scientific Method; heredity; growth and maturation; theories of instinct; emotion; motivation; theories of learning. Economy and guidance of learning; transfer of training; the higher thought processes; conditions influencing efficiency; personality and charaeter; individual differences and intelligence.

SENIOR YEAR THREE HOURS A WEEK FIRST SEMESTER

Special Methods of Teaching English and History in Secondary Schools—The various phases of the English course of study are considered with special emphasis on underlying principles, methods of teaching, classroom procedure and devices, practical applications. The nature of History; its aims, selection of subject matter and its arrangement in courses of study; lesson plans and lesson types; effective presentation of materials of instruetion; collateral reading; new types of tests and examinations applied to the work of the history teacher.

SENIOR YEAR ONE HOUR A WEEK SECOND SEMESTER

Observation and Practice Teaching—The student observes actual teaching by competent teachers in high school in his major subject. Reports are required for each class observed and opportunity is provided the student for class discussion of methods and principles observed. Opportunity is also given the student to engage in practice teaching under supervision.

ENGLISH

FRESHMAN YEAR THREE HOURS A WEEK BOTH SEMESTERS

Precepts and History of English Literature—The definition of literature; emotion, imagination, thought and style in liter-

English (*continued*)

ature. The nature and province of poetry; versification; the types of poetry. The Age of Classicism; the period of Transition; first traces of the rise of Romanticism. The prose forms; the evolution of the essay with particular emphasis on the Eighteenth and Nineteenth Centuries. The Romantic Movement in English literature; the Victorian Age. Required assignments: One composition weekly; readings: three novels and selected essays, for the first semester; selected poems grouped by types, for the second semester.

SOPHOMORE YEAR THREE HOURS A WEEK BOTH SEMESTERS

Rhetoric and Oratorical Composition—The purpose of this course is to establish sound principles of argumentation and persuasion, and through the study of oratorical masterpieces to create in the student a mode of expression that is clear, forceful and interesting. To insure constant practice, weekly written assignments are required. The following principles of oratory are discussed: preparation of material; selection of subject; formation of proposition; reading both sides; determination of issues; evaluation of evidence; order; the brief; preparation of audience; emotional preparation through the exordium; mental preparation through the narration and exposition. Rhetorical consideration of syllogism, sorites, dilemma, induction, analogy, and arguments based on the causal relation. Methods of refutation. Emotions. Adapted appeal. Appeal to higher motives. Consideration of sincerity, tact, trustworthiness of writer and speaker. Audience psychology. Nature and kinds of style. Means of interest.

The History of English literature from Celtic and Anglo-Saxon times to the close of the Restoration period. Emphasis is placed upon the following: The nature of Anglo-Saxon verse; Beowulf; the medieval romance; the popular ballad; Chaucer; the Elizabethan prose writers; Edmund Spenser; the

English (*continued*)

Essays of Francis Bacon; Selected Plays of Shakespeare; Milton's "Paradise Lost."

JUNIOR YEAR THREE HOURS A WEEK BOTH SEMESTERS

American Literature—An intensive treatment of the principal figures and movements in American expression from the revolutionary period to the present day. The following topics are treated: the social and intellectual background of the colonial period as it affected the thought of the late eighteenth and early nineteenth century; Franklin, Jefferson, Hamilton. The influence of English tradition: Longfellow, Lowell, Holmes. The influence of European Romanticism: Irving, Bryant, Cooper, Poe. The rise of a national viewpoint, and the separation of America from Europe: Emerson, Whitman, Twain. The development of the novel, the magazine and the short story; Hawthorne, Melville, Harte and the local color school. The beginnings of criticism; Howells, James, Adams. The clash between realism and romanticism. Journalistic trends in literature. Changes since 1914. Research papers are required of each student, as well as frequent outside readings in the literature and historical background of the two centuries.

SENIOR YEAR (Elective) TWO HOURS A WEEK BOTH SEMESTERS

Literary Criticism—This course is an attempt to formulate a definite standard of aesthetic appreciation, and is based upon the study of one or more of the forms of literary expression. A detailed investigation of dramatic literature is made, with illustrations from the Greek classics, through Roman and mediaeval drama; the Elizabethans; Marlowe, Shakespeare and Johnson; Classical French drama; Moliere, Corneille and Racine; eighteenth century English drama; Addison, Goldsmith and Sheridan; nineteenth century European theories

English (*continued*)

and production; the drama after Ibsen. The reading of the plays is supplemented by a history of world drama, and a discussion of the principal theories of stagecraft. The one-act play is treated during the discussion of the contemporary stage. Research papers are required of each student, as well as frequent outside readings.

GOVERNMENT

SOPHOMORE YEAR TWO HOURS A WEEK BOTH SEMESTERS

American Government—Political theory, including principles and problems of government. The Foundation of Government in the United States. The Historical background; the Federal System; the position of the National Government, the States, the Citizens; The Constitution. The Instrumentalities of popular control; Parties and Elections. The National Government: The President; Administration; Civil Service; the Congress; the Courts; Territories. The State: Constitutions; Executive; Legislature; Judiciary; People and Parties. Local Government: The Country; the City and its Charter; Townships; Villages and special districts. Movements for Reform.

JUNIOR YEAR FOUR HOURS A WEEK BOTH SEMESTERS

Comparative Government—This course builds up the structure of the present organs for Government in the British Commonwealth of Nations; France, Germany, Italy, Russia and Spain. It underwrites each with those principles and practices and such features for Government which stand out and make each Government what it is today. A study is then made of the differential features of their Constitution, Legislatives, Executives, Law and Court Systems, and of suffrage systems, local and overseas and other related governments. Composite

Government (*continued*)

chart of the political parties and their alignments relative to the schools of political thought of today. There follows an outline survey of the Governments of the Succession States of Central Europe, of the Balkans, and of Scandinavian Countries.

SENIOR YEAR FOUR HOURS A WEEK BOTH SEMESTERS

International Relations—The influences of various factors: economic, geographical, political, historical, religious, racial, cultural, etc., on Nationalism, Pan-Nationalism, Internationalism, Imperialism, Militarism, Disarmament, Security, Minorities, etc. Settlement of International disputes by diplomacy, arbitration, adjudication. International Government: League of Nations; its origin, organization, work and constitutional development. World Court: its organization, jurisdiction and procedure. The International Conference: its composition; methods and practices. The Papacy and its influence in international affairs.

HISTORY

FRESHMAN YEAR TWO HOURS A WEEK BOTH SEMESTERS

History of England—The Celts. Roman Britain; conquest and settlement. Anglo-Saxon invasions. Spread of Christianity; missionaries from the continent; the monasteries. Institutions in England before the Norman conquest. Continental feudalism. Significance of the Norman conquest. Relations with the continent. Mediaeval institutions; the universities, guilds, parliament. The religious orders. Relations with the Papacy. Growth of English Law; the royal courts, Common Law, Equity. The Hundred Years' War. The Lancastrian experiment. Decline of the feudal order; emergence of the middle class. War of the Roses. The Renaissance; humanism in England. Tudor absolutism. The Protestant Revolt; spoli-

History (*continued*)

ation of Church property; the Church of England; its Erastian character. The Stuarts. The Puritan Revolution. The Restoration. Settlement under William and Mary.

SOPHOMORE YEAR TWO HOURS A WEEK BOTH SEMESTERS

American History—Colonial America: Relation to England; the American Revolution; causes and effects. The Treaty of Paris; liquidations and disputes. The making of the Constitution; Ratification and the Federalist Papers. The Organization of a New Government; Economic and Social America in 1790. The Age of Hamilton and Jefferson; Mercantile and Agrarian interests. Neutrality and America. Jeffersonian Democracy and Individualism. The Supreme Court and John Marshall. The Transition Period 1815—1829; Economic and Social Development. America and Europe; the Monroe Doctrine. Jacksonian Democracy: Nullification. The Bank. Labor and Education 1825—1850. Cotton and the South. Secession and the Civil War. Reconstructing America. The Tragic Era.

SENIOR YEAR (Elective) TWO HOURS A WEEK BOTH SEMESTERS

Modern European History—Ideas and political institutions in the 16th Century; discoveries and explorations; rise of the Middle Class. Protestant Revolt on the Continent; causes and effects; the Counter Reformation. The Holy Roman Empire; its organization and ideals. Rise of the National Monarchies; rise of French Absolutism; Spain as a European power. The Thirty Years' War and the decay of the Holy Roman Empire. The French Revolution; effects on Europe. Congress of Vienna. Metternich. The Industrial Revolution. Revolutions of 1848. Nationalism and the spread of Democracy. Unification of Germany and Italy. Liberalism. The Church and Modern Society. Victorian England.

LANGUAGES

FRESHMAN YEAR THREE HOURS A WEEK BOTH SEMESTERS

Latin—Cicero, "Pro Archia", and Horace, selected "Odes". Course includes brief review of Latin syntax, composition both prose and poetry, study of Latin Prosody in connection with "Odes" and of the poetic idiom. It stresses, however, translation into good, idiomatic English, and a literary appreciation of the Latin prose style of the classical period and of the poetic style of the Augustan age. Political and historical background of Republican Rome contrasted with that of the Empire, as shown in the respective times of Cicero and the poet Horace. Cicero, "Pro Lege Manilia" and Horace, selected "Epistles". Rhetorical analysis of Oration. Consideration of various rhetorical analysis of Oration. Consideration of various rhetorical schools of Cicero's day. Translation and literary appreciation. Cicero's orations compared with those of famous Greek orators, especially Demosthenes, and with orators of our times. Social and economic background emphasized, as shown in the Oration and particularly in the "Epistles" which are selected to demonstrate the domestic and social side of Roman life as well as the political. Style of Horace's "Epistles" contrasted with that of the "Odes".

FRESHMAN YEAR THREE HOURS A WEEK BOTH SEMESTERS

Spanish—This course comprises: 1. reading from the works of the representative writers of the Nineteenth Century with attention given to the character of their style and the influence they exercised on Spanish literature. 2. Conversation and compositions, the aim of which is to teach the student to speak and write idiomatic Spanish. 3. Dictation and sight translation of Spanish correspondence which purposes to acquaint the student with commercial formulas.

Languages (*continued*)

FRESHMAN YEAR THREE HOURS A WEEK BOTH SEMESTERS

French—Comprehensive review of French grammar rules with application of the rules. Formation of vocabulary through rapid reading of short stories. Reading of one modern play in verse, with a study of French versification. An introduction to the history of French literature from the Middle Ages to the French Revolution.

PHILOSOPHY

FRESHMAN YEAR FOUR HOURS A WEEK FIRST SEMESTER

Logic—Definition of Philosophy and its relation to other sciences; study of the fundamental laws of thought; the nature and classes of ideas; connotation and denotation; definition and division; predicables and categories; signs; judgments and propositions; classification of propositions; properties of propositions; opposition, equipollence and conversion; reasoning and the syllogism; law of syllogistic reasoning; figures and moods of the syllogism; method of reduction; fallacies; argumentation; induction.

Epistemology—The aptitude of the mind for obtaining truth. Skepticism rejected. Cartesianism, Idealism and Materialism as forms of skepticism. The objectivity of thought. Logical truth distinguished from Ontological and Moral truth. The judgment and logical truth. Certitude and its object; states of mind in respect of truth; ignorance, error, opinion, probability. Kinds of certitude. The criterion of truth; the ultimate criterion of truth; objective evidence. Relation of certitude to internal and external experience. The validity of deductive and inductive reasoning. Human testimony in relation to certitude.

Philosophy (*continued*)

FRESHMAN YEAR FOUR HOURS A WEEK SECOND SEMESTER

Ontology—The notion of Being, its transcendental status; being as predicated of God and creature, of substance and accident; possible and existent being; essence and existence; accidents and essence. The transcendental attributes of being; Unity, Truth (ontological) and Goodness. Evil; privative character of evil whether found in an object or an order. The Categories; substance and accidents; the objectivity of the idea of substance; the reality of transcendental and predicamental relations. Of causes, material, formal, efficient and final; efficiency of created substances; occasion and condition; the objectivity of the Principle of causalty. Principle of closed causality rejected.

Cosmology—Of the origin of the world; the world not self-existent. Pantheism rejected. Creation. Of the perfection of the world; cosmological optimism rejected. Relative perfection of the world. Of the laws of nature; contingent character of the laws of nature. Distinctions between scientific and philosophic principles; the possibility and knowability of miracles; purpose of miracles. Of the constituent elements of matter; theory of philosophic atomism rejected; Dynamism rejected. The hylomorphic theory.

SOPHOMORE YEAR FOUR HOURS A WEEK FIRST SEMESTER

General Ethics—The postulates and definition of ethics. The material object; conduct. The formal object; oughtness. The absolutely ultimate extrinsic and intrinsic ends of man. Immediate end of man in this life, sc. moral goodness. Moral goodness defined and classified. The ultimate and proximate constituent objective norms of morality in man's volitional activity. Specific determinants of morality. Merit, demerit.

Philosophy (*continued*)

Law in general; kinds, attributes of law, eternal, natural; the intrinsic and extrinsic immutability of the natural law; physical, moral, positive, human, divine; its universality, its unity. Positive law; its necessity; source of its power of imposing obligation. Declarative and determinative positive law. The moral obligation of civil law; necessary conditions; its relation to the natural law. Sanction; definition; classification. The perfect sanction of the natural law. Conscience; definition; classification; correct; erroneous; doubtful; certain. Morally certain. Obedience to conscience. Subjective right; natural and positive. The existence of true natural rights. Subject, matter and title of a right. Co-activity is not the essence of right. Duties, defined and classified. The relation of duty to subjective right. Conflict of rights.

Individual and Social Ethics—Duty of natural religion; indifference forbidden by natural law. Duties to self. Duties to others. Homicide, suicide; self-mutilation forbidden by natural law; abortion; homicide as means of just defense. Right to property; means of acquiring property; original title, occupancy. Society: definition; classification. Society natural to man. Social authority necessary to society. Domestic Society; conjugal: origin of conjugal society in the abstract and the concrete; parental: nature; primary and secondary purposes. Birth control. Essential properties of conjugal society; unity and indissolubility. Polygamy, polyandry. Annulment, separation, divorce. Education of children. In the natural order the right of education of children belongs to parents alone. Duties of civil and religious society in regard to education of children. Civil society; definition; primary and secondary purposes. Origin of civil society in the abstract and the concrete. Civil authority in itself derived immediately from God. The State and conscience.

Philosophy (*continued*)

SOPHOMORE YEAR FOUR HOURS A WEEK SECOND SEMESTER

Fundamental Psychology—Nature, scope and methods of psychology. Life in general. Natural and accidental body-units. The natural unity of living bodies. The cell: mitosis, amitosis, meiosis, segmentation, cleavage, repair, regeneration. Functions of non-living bodies. Functions of living bodies; nutrition, growth, reproduction, sensation, intelligence. Immanence of vital activity. Definition of life. The constitution of the living body. Criteria of essential superiority in function. The ultimate constitution of the non-living body. Mechanical theories of the living body. Neo-vitalism. Vitalism. The substantial soul. The grades of life. Vegetation, sensation and intelligence. Analysis and comparison. The signs of living activity, positive and negative. The plant soul: unity, essential simplicity, integral composition, materiality, spontaneous generation. The brute soul; unity, essential simplicity, integral composition, two-fold powers, materiality, origin. The proximate principles of sensation. The external senses: organs and proper objects. The internal senses; description, function. Instinct, learning in brutes. The passions, emotions, sentiments.

Rational Psychology—Intellectual life: essential distinction between intellect and sense. Functions of intellectual life (cognitive): simple apprehension, judgment, reasoning, self-consciousness, reflex consciousness. Kant; Sensationists; Associationists; Materialists. The intellect; integral simplicity; intrinsic independence of matter. Extrinsic dependence on matter; data, normal and abnormal; proper concepts, sense experience, sleep, hypnotism, drugs, neuroses, organic lesions. The origin of ideas. Innate ideas: Plato, Descartes, Leibnitz. Ontologism, Malebranche. Occasionalism, Geulincx. Traditionalism. The scholastic doctrine. Appetitive intellectual

Philosophy (*continued*)

function. The will; integral simplicity; intrinsic independence of matter; freedom of choice; data of consciousness; teleological and moral evidence. Determinism, various forms; ancient and modern. Perversions of the will; crime and insanity. The human soul; substantiality. Simplicity and spirituality. Union of body and soul. The Scholastic doctrine; Descartes' doctrine. Immortality and perpetuity of the human soul. Analytical, ethical and teleological arguments. Origin of the human soul. Origin of species: species, logical, physical and biological. Transformism, fixism; absolute and modified forms of each.

JUNIOR YEAR FOUR HOURS A WEEK FIRST SEMESTER

Advanced Cosmology—The magnitude of the Universe; infinity of material universe denied; what constitutes the universe; "Infinite" extent; the question of number; on the probability of inhabitants in parts of the universe other than the earth; affirmation of purposive finality in the material universe; the order of the universe and the course of nature; efficient and final causes; necessity in the immediate agent; the extrinsic purpose of irrational beings; the origin of matter; inorganic evolution; cosmogonies; geogeny; the result of entropy; the common properties of bodies; extension; affirmation of the existence of continuous extension; the essence and analysis of corporeal substance; substance and quantity; the formal effect of quantity; multilocation; compenetration; genesis of the notion of space; recent theories on space; time; recent theories on time; the common properties of bodies; activity; efficiency; energy and motion; action at a distance; qualities of bodies; the kinetic theory of qualities; the adequate concept of physical laws; the possibility of intervention by created spirits; transmutation of elements.

Philosophy (*continued*)

JUNIOR YEAR FOUR HOURS A WEEK SECOND SEMESTER

Problems in Ethics—The Sociability of human nature; various explanations of this constant and universal fact. The evolutionary theory as an explanation of domestic society. Westermarch and the theory of natural selection. The theory of primitive promiscuity. The scholastic theory as a refutation of all positivistic theories. Civil Society; the theory of Hobbes and Rousseau, regarding the origin of civil authority as such. The scholastic theory of consent or contract as distinguished from that of Locke, Hobbes, Suarez and Bellarmine as exponents of this theory. Other scholastic theories; Taparelli, Zigliara, Cathrein. The juridical as distinguished from the historical origin of civil authority. The function of civil society; (1) the Police-theory as e. g. in Locke (2) The Paternalistic theory (3) the scholastic theory, as the "via media". The relations of the civil authority to the family. The alleged right of the State to restrict or compel marriages. The alleged right of the state to sterilize the unfit. Specifically, the relation of the State to the child, in his physical and moral welfare. The relation of the common good to private good. The relation of civil law to natural law. Rights of the State, with regard to private property. The right of eminent domain. The right to a living wage. Capitalism, Bolshevism, Distributism, Socialism. Relations of States to one another. Natural international law. War. The conditions of a just War. The possibility of their fulfillment in the present state of civilization. The right of rebellion. Conditions under which rebellion may be justified.

SENIOR YEAR FOUR HOURS A WEEK FIRST SEMESTER

Problems in Psychology—Description of experiments in memory, attention, habit, learning; value of such tests. The

Philosophy (*continued*)

emotions and sentiments; scheme of the concupiscible and iraseible passions; self-regarding emotions; altruistic emotions; feelings attached to intellectual activity; aesthetic feelings; moral sentiment; genesis of feelings; James-Lange theory; the existence of a faculty of feeling distinct from the intellect and the commonly accepted sense faculties. Phychological description of the senses and their reports to Consciousness. Adaptation of sensation to temperature; the muscle sense; organic sensations; stimulus and sensation in faculty of sight; theories of color vision; perception of space and form by the eye; memory; the fact of retention and the hypothesis of sensationalism; physiological explanation of retention; recall; recognition; sensory memory; logical memory; rote memory; the curve of forgetting; mechanical memory. The experimental proof for the existence of two specifically different cognitive faculties in man; thought experiments of the Wurzburg school; the process of abstraction and its result; isolating abstraction, the method of the structuralists in solving the problem of thought processes; kaleidoscopic changes in states of consciousness; the four steps in the common-sense method of science as applied to the problem of thought processes; the composite image theory of universal ideas; the typical image; the word image; the reproductive tendency, theories, judgment; the problems presented by the conscious attitudes of judgment and its difficulties; the conscious antecedents of a judgment; reasoning and discursive thinking; bias-determining tendencies. The evaluation of the experimental evidence for the freedom of the human will; the nature and importance of the motive; voluntary actions or external acts of the will and their gradual mechanization; the first experimental investigations of the will and their results; the experimental investigation of the process of choosing; free will in the light of controlled observation.

Philosophy (*continued*)

SENIOR YEAR FOUR HOURS A WEEK SECOND SEMESTER

Natural Theology—Its object, scope and importance. The existence of God. Possibility of demonstrating God's existence. Various proofs: the cosmological argument, the teleological argument, the argument from universal consent of mankind. Other arguments. A critical examination of the ontological argument as used by St. Anselm and Descartes. The criticism of Kant; his rejection of the cosmological and the teleological arguments. His alternative proof based on the practical reason. The nature and attributes of God. His unity, infinity, immutability, eternity, immensity. The Divine Intellect. Its primary and secondary objects. Divine foreknowledge, and its bearing upon freedom in human action. The Divine Will. Its primary and secondary objects. Necessary and free acts. The action of God in the world. Creation; its purpose and its relation to the immutability of God. The freedom of God in creation. Divine concurrence and conservation. Concurrence and the problem of evil; physical and moral evil.

PUBLIC SPEAKING

FRESHMAN YEAR ONE HOUR A WEEK BOTH SEMESTERS

A practical course in the fundamentals of effective speaking. The essentials of oral expression: proper breathing, articulation, pausing, phrasing, modulation, interpretation of emotions. The principles of gesture and types of gesture. Formal exercises to exemplify tone types in speaking and understanding and appreciation in oral reading. Preparation and delivery of original addresses from selected topics; ease, grace and effectiveness.

Public Speaking (*continued*)

SOPHOMORE YEAR ONE HOUR A WEEK BOTH SEMESTERS

A rapid review of the prineiples learned in Freshman Year. The work during this year is done in eonjunction with the English eourse in Rhetoric. Parts of speeches: exordium, eonfirmation, peroration, are prepared and delivered, with speeial study given to deviees to secure effectiveness: self-confidenee, enthusiasm, attention, interest, and aetion.

RELIGION

FRESHMAN YEAR TWO HOURS A WEEK BOTH SEMESTERS

The foundations of Catholic living. Meaning, need and plaee of religion in the individual. Creation and purpose. Revelations of God. Coming of Christ. Claims of Christianity. Authenticity. Knowledge and love of God in the Old Testament. Knowledge and love of God in the New Testament. Personality of Christ. His eharacter, elaims and teachings. The Great Commandment. Meaning and distinguishing features of love; natural and supernatural. Existenee of the law of love. Catholie moral prineiples. Love of God in daily eonduct. Love of God in worship. Prayer, self-denial. Superstitious practices. Love of neighbor: ideals, motives and means. Corporal and spiritual works of mercy. Justiee; its place in the seheme of Christ and His Chureh. Life and health. Formation of Catholie eharacter.

SOPHOMORE YEAR TWO HOURS A WEEK BOTH SEMESTERS

Motives for attaining the Catholic Ideal; the future life: heaven, hell and purgatory; Man's origin; ereation by God. Evolution and the Bible; Biblieal inspiration; original sin; the Trinity; the Incarnation and the Redemption. Mary, Mother of God; the Immaeulate Conception and the Virgin Birth.

Religion (*continued*)

Means of attaining the Catholic Ideal: grace, sanctifying and actual; prayer and good works; the Communion of Saints and indulgences; the Sacraments in general; the Sacramentals and devotions; Baptism and Confirmation; Penance; Holy Eucharist; Extreme Unction and Holy Orders.

JUNIOR YEAR TWO HOURS A WEEK BOTH SEMESTERS

The general topic treated in this course is Christ and His Church. The sub-topics include: the Precepts, Laws and Policies of the Church with a discussion of their spirit and interpretation. The Teaching and Sanctifying Functions of the Church; evidence for infallibility. The Structure of the Church; her Credentials and Power of survival together with a statement of the proper relations of Church and State. Her Founder's life is then reviewed with emphasis upon historical sources; a study is made of Christ's claims and credentials and the course is concluded with a presentation of the concept of Christ abiding in His Church.

SENIOR YEAR TWO HOURS A WEEK BOTH SEMESTERS

Possibility of Divine truth. Faith. Basis of faith. Authority in faith. Divine faith. Motives, object and properties. Mystery and dogma. The supernatural life. Nature and progress in supernatural life. Difficulties of faith. Broad mindedness. The necessity of religious principles and convictions. Faith and charity. Dangers against Faith. Spiritual and religious progress. Matrimony; God's part; Institution, Nature, Contract and Sacrament; Laws governing marriage; natural and ecclesiastical; Impediments. Mixed marriage. Ceremony of marriage. Pre-requisites; time, place, parties, manner. Living in married life; rights, duties. Parents and

Religion (*continued*)

children. Moral and religious training. Vocations; religious, married and single state of life. The Holy Sacrifice of the Mass; Theological, historical and liturgical aspects.

COMPARATIVE RELIGION

A four year course in Comparative Religion is offered to non-Catholic students and conducted by the Professors of the department of Religion. The Catholic position is thoroughly developed throughout the course, and is so used as a basis of comparison.

FRESHMAN YEAR TWO HOURS A WEEK BOTH SEMESTERS

The sources, founder and history of Christianity: Catholicism, Greek Orthodox and Protestant sects; of Judaism, of Mohammedanism, of Bohaism, Buddhism and Confucianism are developed chronologically and philosophically with an estimate of the founder and social forces which play a part in their development.

SOPHOMORE YEAR TWO HOURS A WEEK BOTH SEMESTERS

A comparative study is offered of the Profession of faith required in the forms of religion studied in Freshman year. Comparison with the Catholic religion is made in a reference to creeds; Divine Revelation; The nature of God; Incarnation; Angels; demons; Man; creation, original sin, actual sin and remission; redemption, salvation and the "Last Things."

JUNIOR YEAR TWO HOURS A WEEK BOTH SEMESTERS

A comparative study of the Liturgy of the religious forms studied in Freshman year; prayer, individual and social; priesthood; sacraments, sacrifice; sacramentals; temples; altars; statues and paintings; symbolism; worship of saints.

Comparative Religion (*continued*)

SENIOR YEAR TWO HOURS A WEEK BOTH SEMESTERS

The moral codes of the religious bodies are compared with the teachings of the Catholic Church; precepts and commandments. The stand of the various religions that have been studied in reference to social questions: polyandry, polygamy, abortion, contraception and business injustice.

SCIENCE

The Science Courses of Junior and Senior years in Chemistry and Physics consist of three hours lecture and two hours laboratory weekly. The laboratory work is conducted in the respective Science Buildings on the Campus. The lecture periods are arranged thus: Morning session, two hours at Fordham; one hour at the Woolworth Building. Evening session, one hour at Fordham; two hours at the Woolworth Building.

JUNIOR YEAR 3 HOURS LECTURE, 2 HOURS LABORATORY, WEEKLY BOTH SEMESTERS

General Chemistry—The first semester includes a study of the following: Substances and Properties, Elements and Compounds in general, Law of Conservation of Mass, Law of Definite or Constant Proportions, Law of Multiple Proportions and Measurement of Combining Proportions. The Atomic Theory, Atomic Weights and Structure of Matter. Symbols, Formulae, Equations and Calculations by use of Equations. Study of Oxygen in detail, Measurement of Gases, the Kinetic Molecular Theory. Boyle's, Charles' and Dalton's Laws with calculations. Detail study of Hydrogen, Valence and Water. Molecular Weights and their applications. Gay Lussac's Law. Gram Molecular Volume, Solutions, detail study of Hydrogen Chloride, Sodium Hydroxide and Chlorine. Energy and Chemical

Science (*continued*)

Change, Reversible Reactions, Chemical Equilibrium, Acids, Bases and Salts. Ionization and Ionic Equilibria. The Halogen Family, i.e., Fluorine, Bromine and Iodine (Chlorine is studied during the first semester). Oxidizing Substances, Ozone, Hydrogen Peroxide, Hypochlorous Acid, Bleaching Powder, etc. Sulphur and Hydrogen Sulphide. Oxides and Oxygen Acids of Sulphur. The Periodic System, Radium, Atomic Energy, Nitrogen, The Atmosphere, Ammonia, Nitric Acid. Phosphorus, Arsenic Antimony, Bismuth and some of the other common metals. Carbon and the oxides of Carbon, Hydrocarbons and fuels.

SENIOR YEAR — 3 HOURS LECTURE, 2 HOURS LABORATORY, WEEKLY — BOTH SEMESTERS

General Physics—Mechanics: The study of motion and its laws; the study of forces in bodies at rest and in motion; the general principles of Dynamics; the concepts of Work, Power and Energy; Machines; the Mechanics of Fluids. Heat: The nature of Heat; the Effects of Heat; Temperature and its Measurement; Thermal Capacity; Change of State, Laws of Gases; Transmission of Heat; Heat Engines. Wave Motion and Sound: Characteristics of Wave Motion; the Cause and Nature of Sound; The Characteristics of Sound, Sounding Bodies. Electricity: Magnetics; the study of Electric charges at rest; Production of Steady Electric Currents; the Effects of an Electric Current; magnetic effect, heating effect, electro-chemical effect, electro-mechanical effect; Induced Currents; Electromagnetic Machinery and Devices, Electronics. Light: The Electromagnetic Character of Light; Reflection and Refraction of Light; Laws of Mirrors and Lenses; Optical Instruments, Interference and Polarization of Light.

SOCIOLOGY

SOPHOMORE YEAR TWO HOURS A WEEK BOTH SEMESTERS

The origin of Society in Man's Social nature. The natural societies; domestic, civil and religious. Rights and duties; development in detail of rights to life and labor; discussion of just wage. The family; its origin in nature; analysis of socialistic concept of the family; proper relationship between the state and family treated; analysis of statistics concerning marriage and divorce; divorce as a social evil; reasonable reforms; social consequences of Malthusian theory of population; criticism of doctrine of Malthus. Neo-Malthusianism; artificial contraception; physical, economic, social and moral aspects of the practice; eugenics; definition and history; the influence of heredity and the practicability of selection, as taught by eugenists, analyzed. Sterilization as an eugenic remedy treated; eugenic legislation.

TRIGONOMETRY

PREREQUISITE* FOR SENIOR PHYSICS TWO HOURS A WEEK BOTH SEMESTERS

In this course is stressed the practical value of Trigonometry and considerable time is given to practical problems. Trigonometric functions of Acute Angles; use of table of Natural Functions; Logarithms; use of Tables, antilogarithm, etc.; use of Logarithms. Multiplication, division; cologarithm; use and advantage of cologarithm; raising to a power; the Right Triangle; Trigonometric functions of any angle; the Oblique Triangle.

*Students who have offered trigonometry towards the fulfillment of matriculation requirements will not be required to register for this course.

The School of Business

Requirements for Admission

to

The School of Business

APPLICATION AND ADMISSION

All students desiring to obtain admission to the School of Business should present themselves at the office of the Registrar, Room 758, Woolworth Building, and fill out an application for admission. They should then immediately notify the authorities of the schools they have attended that they have made such application, requesting that an official record of their work be mailed directly to: Registrar, Fordham University, School of Business, Room 758, 233 Broadway, New York City.

The application and high school record, when received, will be presented for consideration to the Faculty Committee on Admissions.

All candidates for admission, whose applications have been accepted by the Faculty Committee, will be informed by the Registrar as to the details of their registration.

MATRICULATION REQUIREMENTS

Candidates for admission to the Freshman class, or for admission with advanced standing to the upper classes, must present evidence of their graduation with diploma from a four-year course in a secondary school accredited by the Regents of the University of the State of New York. Candidates must be able to obtain certificates of good moral character and of honorable dismissal from all schools they have attended, as well

as a certification by the principal of their high school that they are qualified for higher studies. It is expected that such certification will not be given to those who received a general average of less than 75% in their high school course.

The record of high school work must represent at least 15 units distributed over the usual period of years in a recognized secondary school.

A *unit*, according to the definition of the University of the State of New York, is the value given to a study which is pursued 5 periods a week for approximately 45 minutes for each period, for 38 weeks (190 school days) and involving an equal amount of time in preparation outside the classroom.

The units offered for admission into the regular Freshman class *must* include the following subjects:

Subject	*Units*
English	3
Algebra	1
Plane Geometry or Commercial Arithmetic	1
Foreign Language	2
History	2

It is required that the applicant present an additional six units of credit for matriculation above and beyond the nine units indicated in the above schedule.

The three units in English represent the work usually completed in the prescribed four-year course of an approved secondary school.

The two units in foreign language are the minimum requirement. A single year's work in each of two languages will not meet this requirement.

History should be supplemented by courses in Civics and Economics.

A unit of science may be chosen from the following group: Physics, Biology, Zoology, Chemistry and General Science.

General Science and Elementary Biology can be accepted for only one unit taken together.

It is recommended that the applicant will model the credits which he is to present in satisfaction of the matriculation requirements according to the schedule above. He may, however, be allowed to present elective units from other standard high school subjects and from subjects contained on the schedule approved by the Board of Regents for commercial high schools.

Applicants who have attended college must obtain a transcript of their record on which is indicated certification of their honorable dismissal. This transcript is acceptable only when the same has been mailed directly from the college attended to the Registrar's Office, School of Business of Fordham University. The applications of such students will not be considered by the Board of Admissions until such time as their transcripts of record have been received.

COURSES OF STUDY

The School of Business offers courses of study in Accounting, Business English, Business Law, Economics, Banking, Finance, Management, Marketing and Advertising, and in conjunction with Fordham College (Manhattan Division) courses in English, Government, History, Modern Languages, Mathematics, Philosophy, Public Speaking, Religion, Science and Sociology. When required, additional courses will be introduced in the fields of commerce, industry and finance.

N. B.—Descriptions of the cultural courses offered by the School of Business in conjunction with Fordham College (Manhattan Division) will be found on pp. 26 sqq. of this catalogue.

CLASSIFICATION OF COURSES

The courses offered are designed to meet the requirements of four general classes of students:

1. Those who wish to secure a thorough knowledge of the principles and methods of business procedure, together with the cultural subjects necessary for a broad liberal education, and those who expect to become candidates for examination for the Certified Public Accountant Certificate. Upon such students who satisfy the requirements, the School of Business will confer the degree of Bachelor of Science, majoring in Business Administration;

2. Those who cannot meet the minimum matriculation requirements, but who desire to avail themselves of the advantages of a balanced course which provides a substantial cultural background to complement technical business courses;

3. Those who desire to combine with the technical business courses a minimum number of cultural subjects;

4. Those engaged in business, and who consider it expedient to add to their practical business experience a thorough theoretical training in the subjects of Accounting, Business Law, Business Economics or Business English.

DEGREE AND CERTIFICATES

The following degree and certificates are offered to students in the School of Business:

DEGREE

Bachelor of Science, majoring in Business Administration. This is a four-year day course, or a six-year evening course, in business and cultural subjects, covering a total of one hundred and twenty-eight semester hours.

CERTIFICATES

1. *Certificate A.* A three-year day or a four-year evening course in cultural and business subjects, totaling ninety-four semester hours.

2. *Certificate B.* A three-year day or evening course in business and cultural subjects, totaling sixty-four semester hours.

PROGRAM FOR DEGREE

FRESHMAN

First Semester	*Credits*	*Second Semester*	*Credits*
Economics	3	Economics	3
English	3	English	3
Language	3	Language	3
Religion	0	Religion	0
Accounting 1 b	2	Accounting 12 b	2
Accounting 11 b	2	Accounting 15 b	2
Business Law 11 b	2	Business Law 12 b	2
Public Speaking	1	Public Speaking	1

Total, 32 credits

SOPHOMORE

First Semester	*Credits*	*Second Semester*	*Credits*
American History	2	American History	2
Government	2	Government	2
English	3	English	3
Religion	0	Religion	0
College Algebra	2	College Algebra	2
Accounting 21 b	2	Accounting 22 b	2
Accounting 23 b	2	Accounting 25 b	2
Business Law 13 b	2	Business Law 14 b	2
Economics 31 b	1	Economics 31 b	1

Total, 32 credits

JUNIOR

First Semester	*Credits*	*Second Semester*	*Credits*
Philosophy	4	Philosophy	4
Business English	2	Business English	2
Religion	0	Religion	0
Economics 15 b	2	Economics 16 b	2
Economics 41 bf	2	Economics 42 bf	2
Accounting 37 b	2	Accounting 38 b	2
Business Law 15 b	2	Business Law 16 b	2
Economics 32 bf	2	Economics 35 bf	2

Total, 32 credits

SENIOR

First Semester	*Credits*	*Second Semester*	*Credits*
Philosophy	4	Philosophy	4
Religion	0	Religion	0
Sociology	2	Sociology	2
Science	3	Science	3
Economics 71 bms	2	Economics 72 bms	2
Accounting 41 b	2	Economics 52 bm	2
Economics 51 bm	2	Accounting 34 b	2
Accounting 33 b	2		

Total, 32 credits

SIX-YEAR EVENING COURSE

The course of studies covered in the six-year evening course is the same as that covered in the four-year day course, arranged over a longer period of time. Students of the evening session will be expected to follow strictly the sequence of courses as specified in the four-year program for degree, page 56. In no event will any evening student be permitted to carry more than 10 credit hours per term without written permission of the School authorities.

PROGRAM FOR CERTIFICATE "A"

FIRST YEAR

First Semester	*Semester hours*	*Second Semester*	*Semester hours*
English	3	English	3
American History	2	American History	2
Public Speaking	1	Public Speaking	1
Religion	2	Religion	2
Elementary Economics	3	Elementary Economics	3
Accounting 1 b	2	Accounting 12 b	2
Accounting 11 b	2	Accounting 15 b	2
Business Law 11 b	2	Business Law 12 b	2

Program for Certificate "A" (*continued*)

SECOND YEAR

First Semester	*Semester hours*	*Second Semester*	*Semester hours*
Logic; Epistemology	4	Ontology; Cosmology	4
Language	3	Language	3
Public Speaking	1	Public Speaking	1
Religion	2	Religion	2
Economics 31 bf	2	Economics 32 bf	2
Accounting 21 b	2	Accounting 22 b	2
Accounting 23 b	2	Accounting 25 b	2
Business Law 13 b	2	Business Law 14-b	2

THIRD YEAR

First Semester	*Semester hours*	*Second Semester*	*Semester hours*
Psychology	4	Ethics	4
Sociology	2	Sociology	2
Economics 41 b	2	Economics 42 b	2
Business English	2	Business English	2
Accounting 33 b	2	Accounting 34 b	2
Accounting 37 b	2	Accounting 38 b	2
Business Law 15 b	2	Business Law 16 b	2

PROGRAM FOR CERTIFICATE "B"

FIRST YEAR

First Semester	*Semester hours*	*Second Semester*	*Semester hours*
English	3	English	3
Elementary Economics	3	Elementary Economics	3
Accounting 1 b	2	Accounting 12 b	2
Accounting 11 b	2	Accounting 15 b	2
Business Law 11 b	2	Business Law 12 b	2

SECOND YEAR

First Semester	*Semester hours*	*Second Semester*	*Semester hours*
Logic; Epistemology	4	Ontology; Cosmology	4
Accounting 21 b	2	Accounting 22 b	2
Accounting 23 b	2	Accounting 25 b	2
Business Law 13 b	2	Business Law 14 b	2

THIRD YEAR

First Semester	*Semester hours*	*Second Semester*	*Semester hours*
Religion	2	Religion	2
Business English	2	Business English	2
Economics 41 b	2	Economics 42 b	2
Accounting 33 b	2	Accounting 34 b	2
Accounting 37 b	2	Accounting 38 b	2
Business Law 15 b	2	Business Law 16 b	2

PROGRAM FOR ACCOUNTING AND BUSINESS LAW

The sequence in which the courses in Accounting and Business Law should be taken is as follows:

FIRST YEAR

First Semester: Accounting 1 b, Accounting 11 b, Business Law 11 b.

Second Semester: Accounting 15 b, Accounting 12 b, Business Law 12 b.

SECOND YEAR

First Semester: Accounting 21 b, Accounting 23 b, Business Law 13 b.

Second Semester: Accounting 22 b, Accounting 25 b, Business Law 14 b.

THIRD YEAR

First Semester: Accounting 33 b, Accounting 37 b, Business Law 15 b.

Second Semester: Accounting 34 b, Accounting 38 b, Business Law 16 b.

Outline of Courses

Separate units of courses listed below must be taken in consecutive numerical sequence, according to catalog numbers, *e. g.*, Econ. 11 b must be taken before Econ. 12 b.

DEPARTMENT OF ACCOUNTING

ACCOUNTING 1 b.—Bookkeeping. (2 credits)

This course is designed for students without a previous knowledge of the subject. The principles developed are demonstrated by means of laboratory work consisting of practice sets illustrating the books of a single proprietorship, a partnership, and a corporation. The student is drilled sufficiently in recording business transactions, posting, making closing adjustments, and preparing trial balances and simple statements, to become familiar with the mechanics of account-keeping.

All students are required to take this course concurrently with, or prior to, Accounting 11 *b.*

Two hours a week for one semester. September to January; repeated February to May; morning and evening.

ACCOUNTING 11 b - 12 b.—Elements of Accounting. (4 credits)

An introduction to the fundamental principles of accounting. This course comprises a study of the balance sheet, the statement of profit and loss, the account, the theory of debit and credit, periodic adjustments, the development of the books of account, business papers and methods, the classification of accounts, partnership accounts, elementary corporation accounting, discounts, consignments, ad-

venture sales, special forms and rulings, single entry, and other related matters. The principles, as discussed, are thoroughly illustrated by the solution of problems in class and by others assigned for solution out of class.

Accounting 1 b (bookkeeping) must be taken with, or prior to, Accounting 11 b, as described under Accounting 1 b.

Accounting 11 *b*. Two hours a week for one semester. September to January; repeated February to May; morning and evening.

Accounting 12 *b*. Two hours a week for one semester. Morning class, February to May; repeated June to September; evening class, September to January; repeated February to May.

ACCOUNTING 15 b.—Mathematics of Accounting. (2 credits)

The purpose of this course is to familiarize the student with the various mathematical problems arising in the study and practice of Accounting. It includes such topics as short methods of computing simple interest, commercial discounts, averages and averaging accounts, ratio and proportion, progressions, and compound interest calculations. The compound interest calculations embrace sinking funds, bond valuations, scientific amortization of bond premium and discount, etc.

Prerequisite: Accounting 1 b.
Two hours a week for one semester. Morning class, February to May; repeated June to September; evening class, September to January; repeated February to May.

ACCOUNTING 16 b.—Mathematics of Accounting. (2 credits)

An advanced course in the mathematics of Accounting and Finance. This course embraces the following topics:

logarithms, bond tables, special and deferred annuities, determination of effective interest rates, serial bond redemptions, bond valuations between interest dates, etc. It also includes a study of the scientific methods of calculating depreciation and depletion and various problems arising in connection with foreign exchange, building and loan associations, installment sales, etc.

Prerequisite: Accounting 15 b.

Two hours a week for one semester, September to January; repeated February to May; morning and evening.

ACCOUNTING 21 b - 22 b.—Applied Theory of Accounts.
(4 credits)

An intermediate course in the principles of accounting. This course deals principally with balance sheet presentation and valuation and the related accounting problems. Particular consideration is given to the accounts peculiar to the corporate form of business organization. Among the major topics discussed are the following: corporate promotion, organization and government; corporate records; capital stock; assets, current, fixed, tangible and intangible; depreciation; liabilities, bonds and mortgages; problems concerning the determination of profits; surplus; sinking funds; reserves; branch accounting; corporate consolidations and mergers; consolidated statements; liquidation. Ample problem material is introduced during the course of the lectures to illustrate the principles studied.

Prerequisites: Accounting 11 b - 12 b - 15 b.

Accounting 21 *b*. Two hours a week for one semester. Morning class, September to January; evening class, September to January; repeated February to May.

Accounting 22 *b*. Two hours a week for one semester. Morning class, February to May; evening class, September to January; repeated February to May.

ACCOUNTING 23 b.—Intermediate Accounting Problems. (2 credits)

This course is designed to amplify the principles discussed in Accounting 11 b - 12 b and 21 b. The material is arranged so as to develop gradually the student's ability and confidence in solving increasingly difficult problems. Particular attention is given to the interpretation and analysis of the problem, the correct method of approach, and to the form of the statement prepared. Problems similar to those demonstrated in class are assigned for solution at home.

Prerequisites: Accounting 11 b - 12 b.

Two hours a week for one semester. Morning class, September to January; evening class, September to January; repeated February to May.

ACCOUNTING 25 b.—Cost Accounting. (2 credits)

This is an elementary course in the principles of cost accounting. Its purpose is to acquaint the student with the accounts of a manufacturing business. Among the principal topics discussed are the following: the elements of cost; the control of material, labor and expense; methods of distributing overhead; types of cost systems; control of the cost records by the general books; interest on invested capital; wage systems; the preparation and use of forms and reports; and the use of automatic accounting devices. The laboratory material consists of adapted problems and a short set of factory accounts.

Prerequisites: *Accounting* 11 *b* - 12 *b and* 23 *b*. A limited

number of special students, without these prerequisites, may be admitted with the approval of the instructor.

Two hours a week for one semester. Morning class, February to May; evening class, September to January; repeated February to May.

ACCOUNTING 33 b. - 34 b.—Auditing. (4 credits)

The fundamental principles of auditing and their application in actual practice. This course is designed to develop the subject from the view-point of both the professional auditor and the general student of accountancy. It aims to emphasize what may or should be omitted from the scope of the audit as well as what must be included. It comprises a study of the classes of audits, the preliminary arrangements, the audit program, general procedure, examination of the original records, verification of the balance sheet and the operating accounts, and the preparation of the working papers, statements, and reports. The principles are illustrated by means of numerous cases adapted from practice. During the course of the laboratory work the student will be taken through a complete audit from the first interview with the client, and will prepare, under the supervision of the instructor, a complete set of working papers and a report.

Prerequisites: Accounting 11 b - 12 b, 21 b - 22 b, 23 b, 25 b. A limited number of students without these prerequisites may be admitted with the approval of the instructor.

Accounting 33 *b*. Two hours a week for one semester. Morning class, September to January; evening class, September to January; repeated February to May.

Accounting 34 *b*. Two hours a week for one semester. Morning class February to May; evening class, September to January, repeated February to May.

ACCOUNTING 37 b - 38 b.—Advanced Accounting Problems. (4 credits)

Advanced accounting principles applied to special cases. The subjects covered include: statements at the end of the accounting period, their composition and analysis; partnerships, dissolution, liquidation, etc.; corporations, accounting for treasury stock; no-par stock; factory ledger; private ledger; installment sales; agencies and branches; insolvent concerns; consignment; special venture accounts; fiduciaries; actuarial science; fixed assets and depreciation; intangibles; investments; amortization; funds and reserves; mergers, consolidations and the consolidated profit and loss statement and balance sheet; foreign exchange; insurance; treatment of liabilities. The subjects will be demonstrated by illustrative problems in class. Various problems will be assigned to be completed by the student out of class, and a problem notebook is required from each student at the end of each term.

Prerequisites: Accounting 11 b - 12 b, 21 b - 22 b, 23 b, 25 b. A limited number of students without these prerequisites may be admitted with the approval of the instructor.

Accounting 37 *b*. Two hours a week for one semester. Morning class, September to January; evening class, September to January; repeated February to May.

Accounting 38 b. Two hours a week for one semester. Morning class, February to May; evening class, September to January; repeated February to May.

ACCOUNTING 41 b.—Federal Income Taxes. (2 credits)

This is a practical course in Federal income taxes. It deals with the history and theory of the Federal income tax and its application in actual practice. The numerous forms in use, the department regulations, B. T. A. rulings, decisions of the United States Supreme Court, and the ad-

ministrative organization of the department are the principal topics discussed. Particular attention is given to the current law. The material is developed by means of carefully selected problems.

Prerequisites: Accounting 11 b - 12 b, 20 b or 21 b, 23 b. A limited number of students without these prerequisites, may be admitted with the approval of the instructor.

Two hours a week for one semester. Morning class, September to January; evening class, September to January; repeated February to May.

ACCOUNTING 45 b. - 46 b.—Brokerage Accounting. (4 credits)

This course deals primarily with the accounting of the stock broker. The student, under the supervision of the instructor, is required to keep a set of books of a stock brokerage firm, and to prepare therefrom an equity statement and a Stock Exchange questionnaire. The forms and records peculiar to this type of business, the practices of Wall Street, and the rules of the New York Stock Exchange are illustrated by the typical transactions recorded.

Prerequisites: Accounting 1 b - 2 b, or 1 b and 15 b, and 11 b - 12 b.

Two hours a week for two semesters, beginning September.

DEPARTMENT OF BUSINESS LAW

BUSINESS LAW 11 b.—Contracts. (2 credits)

The origin of law and its development. Its place in the business world. The Courts of today and their functions. Law and Equity contrasted. Equity's development and growth.

Contracts: The parties; disabilities that bar. Offer and acceptance. Consideration; legality of purpose and subject-matter. The rights of third parties. The operation of contracts, their construction and discharge. Remedies for a breach. Contracts under Seal and specialties. The Statute of Frauds. The Statute of Limitations.

Two hours a week for one semester. Morning class, September to January; repeated February to May.

Business Law 12 b.—Agency, etc. (2 credits)

Agency: A contract relationship. Its creation, the source and scope of the agent's authority. The principal's liability to third parties through the agency relationship. The undisclosed principal. The agent's liability to principal and third parties. Termination of the relationship. Special forms of agency.

Partnership: A contract relationship. The Uniform Partnership Law and its effect. Relations between partners, their rights and duties. The relation of partners with third parties. Dissolution, cause and grounds. Effect of dissolution upon the partners and upon their relationship to third parties. Special partnership.

Sales: Contracts of sale. The Uniform Sales Law and its effect. Transfer of title in sales of ascertained goods. Transfer of title in contracts to sell unascertained goods; risk of loss. Transfer of title without ownership. Warranties. Rights and remedies of seller and purchaser. Negotiable documents of title.

Two hours a week for one semester. Morning class, February to May; evening class, September to January; repeated February to May.

BUSINESS LAW 13 b. Corporations. (2 credits)

The State and the corporation. Corporate creation. Contracts of promoters. Corporate powers and *ultra vires* acts. The rights and duties of officers, directors and stockholders. The rights of corporate creditors. Reorganization, mergers and dissolution.

Negotiable Instruments: Formal requisites. The Uniform Negotiable Instruments Law. The holder in due course. His rights against the makers and endorsers. The rights of endorsers. Presentment, indorsement and dishonor. Defenses available to the various parties. Particular instruments. Discharge.

Two hours a week for one semester. Morning class, September to January; evening class, September to January; repeated February to May.

BUSINESS LAW 14 b.—Insurance. (2 credits)

Origin and general principles of insurance law. Essentials of the contract. Fire, life and marine insurance. Insurable interest. Representations, concealments and warranties. Waiver and estoppel. The standard policy. Proofs of loss. Interpretation of the contract.

Decedent's Estates: The distribution of a decedent's property under a will and through intestacy. The making of a will. Revocation. Duties of executors, administrators and trustees. Transfer tax.

Two hours a week for one semester. Morning class, February to May; evening class, September to January; repeated February to May.

BUSINESS LAW 15 b.—Real Property. (2 credits)

Property and property rights classified. Estates in real property. Deeds. Mortgages. Easements, and encum-

berances on title. Adverse possession. Fixtures. The law of landlord and tenant, with particular emphasis on leases, their usual covenants, and the rules governing the construction and application thereof; holdover and other tenances, eviction, assignments and sublettings, actions and summary dispossess proceedings. Contracts for the sale of real property. Brokerage claims. Building contracts. Mechanics liens. Taxes and assessments.

Bailments: Defined and classified. Distinction between bailment and sale. Rights and obligations of bailor and bailee. The law of Warehousemen. Innkeepers, their rights and liabilities.

Two hours a week for one semester. Morning class, September to January; evening class, September to January; repeated February to May.

BUSINESS LAW 16 b.—Suretyship. (2 credits)

The contract of guaranty and surety. The obligations of principal and guarantor and surety. The operation of the contract. Discharge of parties.

Bankruptcy: The Federal Bankruptcy Act. Insolvency and bankruptcy distinguished. Acts of bankruptcy. Debts discharged. Rights and duties of trustees, receivers, referees.

Damages: The measure of damage in contract action. Elements of compensation. The duty to minimize. Liquidated damage clauses in contracts.

Evidence: The sources of evidence, and the reason for the rules. Treatment and study of the principal rules of evidence.

Two hours a week for one semester. Morning class, February to May; evening class, September to January; repeated February to May.

DEPARTMENT OF ECONOMICS

ECON. 11 b - 12 b.—Principles of Political Economy. (6 credits)

This course is designed to provide a basic knowledge of the science of economics to serve as a foundation for advance study in the fields of banking, finance management, marketing, etc. Its scope includes an introduction to the principles of political economy, a study of the theories of the principal schools of economic thought, and a discussion of the economic phases of certain major current problems. Among the important topics considered are: wealth; production, land, labor, capital, the entrepreneur; distribution; exchange, value, price, money, credit; consumption; Liberal, Socialist, Catholic and Historical schools; the tariff, conservation of natural resources, panics, inflation, speculation, farm relief and other relevant problems.

Three hours a week for two semesters, beginning September.

ECON. 15 b - 16 b.—Economic History. (4 credits)

This course deals with the economic development of Europe and the United States. The industry and commerce of ancient Europe, the mediaeval guild system, the industrial revolution, and the early economic growth of the United States receive adequate treatment. Following these topics, special emphasis is given to the factory system, the expansion of industry and commerce, the corporation, trusts, combinations, and consolidations, the holding company, government regulation, and the rise of the present highly developed economic structure.

Prerequisite: Econ. 11 b - 12 b.

Two hours a week for two semesters; morning and evening, beginning September.

ECON. 31 bf - 32 bf.—Principles of Private Finance. (4 credits)

The elements of business finance, which should be familiar to every business man. The principal topics discussed include: promotion; methods of capitalization; types of capital stock; mortgages; long and short term indebtedness; organization; policies of financial management; combinations; consolidations and mergers; illegal combinations and practices; government regulation; anti-trust laws; Federal Trade Commission; re-organizations; Federal and State tax laws; receiverships; bankruptcy, and dissolution.

Prerequisite: Econ. 11 b - 12 b.

Two hours a week for two semesters; morning and evening, beginning September.

ECON. 35 bf - 36 bf.—Principles of Investment. (4 credits)

This will be a general course, outlining principles entitling security to investment rating. Different types of securities will be discussed, such as stocks, bonds, mortgages, investment trusts, etc. Sources of information necessary to apply tests of a good investment will be studied, and practical application made in specific instances.

Two hours a week for two semesters, beginning September.

ECON. 41 bf - 42 bf.—Principles of Banking. (4 credits)

A study of the theory and practice of banking. The kinds of banks, Federal Reserve Bank, national, state and private banks, trust companies, and savings banks; organization; functions, receiving deposits, loans, discounts, exchange, circulation, etc., are among the principal topics studied. Special attention is given to the Federal and the

New York State banking laws. The activities and the coordination of the various departments of a commercial bank are examined in detail.

Prerequisite: Econ. 11 b - 12 b.

Two hours a week for two semesters, morning and evening, beginning September.

ECON. 45 bf. - 46 bf. Principles of Credit Analysis. (4 credits)

This course offers a study of the theory and practice of credit analysis, and should be of interest to those students who plan to enter the fields of banking or of credits and collections. The fundamental principles of credits, the sources of credit information, and the analysis of the balance sheet and the income statement and the determination of credit ratios therefrom receive thorough study. Both bank and mercantile credits are considered. Emphasis is given to such additional important factors of credit granting as the character, capacity and capital of the borrower, the stability of his business, kinds of security, credit instruments, etc.

Prerequisites: Accounting 1 b - 2 b, or 1 b and 15 b, and 11 b - 12 b, and Econ. 11 b - 12 b.

Two hours a week for two semesters; morning and evening.

ECON. 51 bm. - 52 bm.—Principles of Business Management. (4 credits)

A study of the essentials of business organization and management. The major divisions of the course include: types of organization; control of equipment, materials and labor; physical arrangement of factory and office; machines and accessories for routine office work; welfare and personnel direction; departmentalization, etc. This course is designed to give the student majoring in other fields of

business administration a broad knowledge of the activities and the co-ordination of the various departments of an industrial business, and to provide those specializing in management with a firm foundation for advanced study in that field.

Prerequisite: Econ. 11 b - 12 b.

Two hours a week for two semesters; morning and evening.

ECON. 71 bms. - 72 bms.—Principles of Marketing. (4 credits)

The elements of marketing and selling which should be familiar to the business executive. This course deals with domestic trade (See Econ. 77 bms - 78 bms, Foreign Trade). Local markets and co-operative associations, transportations, railroad and canal systems, coastwise shipping and the motor-truck, distant markets, merchandise brokers, commodity exchange, the retail dealer, the chain store, and the mail-order house, price regulation, methods of selling, types of advertising, effects of overproduction, and credit conditions, etc., are among the principal topics comprised in the course.

Prerequisite: Econ. 11 b - 12 b.

Two hours a week for two semesters; morning and evening.

ECON. 75 bms. - 76 bms.—Trade Associations. (4 credits)

This course deals with the origin, development, and the scope of trade association activity. A study of the history of trade association work will be followed by a discussion of present activities and probable future developments in this field. Particular attention will be devoted to the relationship of trade association activities to general economic developments.

ECON. 77 bms. - 78 bms.—Principles of Foreign Trade.

(4 credits)

This course is designed to extend the principles studied in Econ. 71 bms - 72 bms. Principles of Marketing to foreign markets. The principles and practices of foreign trade, foreign markets and trade routes, foreign credits, collections, and exchange receive adequate treatment. Particular attention is given to the policies of the United States, the British Empire and Germany, subsidies, the protective tariff, and to the importance of foreign markets for American goods in promoting domestic prosperity and minimizing unemployment.

Prerequisites: Econ. 11 b - 12 b, and 71 bms - 72 bms.

Two hours a week for two semesters.

ECON. 81 bms. - 82 bms.—Principles of Advertising. (4 credits)

This course comprises a study of the essentials of advertising and a survey of the entire field. It offers the information with which the business man should be familiar, and on which the student of advertising may base his advanced study. The ethics of advertising, its importance to the business unit, and its educational value are given special attention.

Prerequisites: Econ. 11 b - 12 b, and 71 bms - 72 bms.

Two hours a week for two semesters.

ENGLISH

ENG. 7 b - 8 b.—Business English. (4 credits)

This course is especially designed to train the student to express his thoughts clearly and concisely and in accordance with the requirements of modern business. The essentials of business correspondence are clearly outlined, leading up to a thorough survey of the entire field of business writing,

with special attention paid to report writing which is an important requirement of the accountant.

Two hours a week for both semesters; morning and evening, beginning September.

REQUIREMENTS FOR THE CERTIFIED PUBLIC ACCOUNTANT CERTIFICATE

Candidates for the Certified Public Accountant certificate are required to present evidence of a satisfactory academic education, experience in the practice of accounting, and to pass a written examination, according to the laws of the respective States. For particulars with reference to the details of these requirements and for the dates of the examinations the student is referred to the board or department of education of the State in which he intends to become a candidate for the certificate.

REQUIREMENTS FOR TEACHERS OF BUSINESS SUBJECTS

Students interested in preparing to teach business subjects in the high schools are referred to the courses in Education offered by Fordham College (Manhattan Division).

Organizations

of

Fordham College (Manhattan Division)

and

The School of Business

THE SODALITY OF OUR LADY

The purpose of the Sodality of Our Lady is to develop within the individual lives of its select membership a special fervor of Catholic life. This is accomplished through devotion to the Mother of God and to Her Son. It aims at the fullness of Catholic life, striving to cultivate the interior life after the fashion of Christ and His Mother, and uniting Catholic virtue with Catholic action. Regular weekly meetings, following a definite and systematic program of spiritual and temporal action, are held in the Sodality Hall. Seminars on important timely topics are conducted; occasional meetings are held in Saint Peter's Chapel on Barclay Street.

Faculty Moderator—Rev. Joseph A. Koonz, S.T.B., M.A.

OFFICERS—1932-1933

SODALITY OF THE IMMACULATE CONCEPTION

(For students of the morning session)

Prefect.....Francis Scola, '33
1st Vice-Prefect.....Francis Mahoney, '33
2nd Vice-Prefect.....Vincent Mercogliano, '34
Secretary.....Rocco Di Napoli, '33
Treasurer.....Nicholas La Rocca, '33
Sacristan ..... James Flynn, '35

SODALITY OF OUR LADY OF THE BLESSED SACRAMENT

(For students of the evening session)

Prefect ..... John Carney, '33
1st Vice-Prefect.....Edward Murphy, '33
2nd Vice-Prefect.....John Anderson, '34
Secretary.....John Connelly, '34
Treasurer.....Charles Minicus, '34

THE ANNUAL RETREAT

During the latter part of October of each year classes of the College and the School of Business are suspended for three days, during which time a Father of the Society of Jesus conducts the Students' Retreat in Saint Peter's Chapel, Barclay Street. The exercises for the morning session take place between 9:00 a. m. and 12:30 p. m. and for the evening session between 6:05 p. m. and 9:35 p. m.

THE STUDENT COUNCIL

The Student Council is composed of the presidents of the classes of Fordham College, Manhattan Division, and the School of Business. The Council serves as a medium of contact and information among the students, and uses its influence for the fostering of activities, for the general welfare of existing academies and clubs, and for the encouragement of efforts to form new ones. It is also the purpose of the Council to promote school spirit, and to give in its meetings an opportunity for the representatives of the several classes to express the views of their classmen on matters affecting the interests of the students.

The names of the officers who brought to a successful termination the first year of the Council's existence are as follows:

President.....Thomas J. Laughlin, '32
Vice-President.....Arthur G. Nevins, '33
Secretary.....John A. Anderson, '34
Treasurer.....James Maguire, '35

Faculty Moderator—Patrick J. Downing, Ph.D.

OFFICERS—1932-1933

President.....Arthur J. Davie, '33
Vice-President.....John A. Anderson, '34
Secretary.....Charles D. Scanlon, '35
Treasurer.....James McNerney, '36

THE EDMUND BURKE COUNCIL OF DEBATE

The Edmund Burke Council of Debate, an organization composed of students drawn from the Senior, Junior and Sophomore classes, meets weekly for the purpose of engaging in forensic discussion of current problems. It aims to familiarize the student with the practical workings of Parliamentary Law and to cultivate an ease and readiness in public discussion.

To engender interest inter-collegiate debates are arranged with institutions in the metropolitan area and a prize debate is held at the close of the school year.

Faculty Moderator—Raymond F. O'Brien, M.A., LL.B.

OFFICERS—1932-1933

President.....Robert Davis, '33
Vice-President.....Vincent Mercogliano, '34
Secretary.....Thomas O'Connor, '35
Treasurer.....Vincent Claffey, '35
Chairman of
Contest Committee.....Arthur McElroy, '35

Winner of the Prize Debate May, 1933: Arthur McElroy, '35.

THE DANIEL WEBSTER DEBATING SOCIETY

This Society is intended to afford Juniors and Seniors of the evening classes an opportunity for perfecting themselves in the art of eloquence. Formal debates on questions of the day are presented weekly.

Faculty Moderator—James Vaughan, M. A., LL.B.

OFFICERS—1932-1933

President.....John G. Liebensberger, '34
Vice-President.....John A. Mullaney, '33
Secretary.....Edgar J. Mallon, '33
Treasurer.....Herman Klorman, '33

THE ROBERT EMMET DEBATING SOCIETY AND THE JOHN MARSHALL DEBATING SOCIETY

The Robert Emmet Debating Society is comprised of students of Freshman and Sophomore evening classes, together with evening students of the School of Business.

The John Marshall Debating Society is comprised of students of the Freshman class, morning session, and students of the School of Business, morning session.

The purpose and activities of both societies are identical: to accustom the members, by means of literary discussion and formal debates, to speak with fluency and ease and to afford them an opportunity of acquiring a knowledge of useful and timely subjects. Together with this, experience is gained in parliamentary procedure and order, and in the art of formal debate.

Faculty Moderator—Robert M. Hitchcock, A.B., LL.B.

OFFICERS—1932-1933

JOHN MARSHALL DEBATING SOCIETY

First Semester

President.....Joseph Maraziti, '36
Vice-President.....Arthur Parlett, '36
Secretary.....James Panettiere, '36
Treasurer.....George Reardon, '36

Second Semester

President.....Joseph Maraziti, '36
Vice-President.....Frederick Webber, '36
Secretary.....George Reardon, '36
Treasurer.....James Curley, '36

ROBERT EMMET DEBATING SOCIETY

First Semester

President.....Francis Nugent, '36
Vice-President.....Francis Peters, '36
Secretary.....Manuel Akrabian, '36
Treasurer.....William O'Sullivan, '36

Second Semester

President.....Francis Crosson, '35
Vice-President.....William Connor, '36
Secretary.....Francis Crawford, '35
Treasurer.....William O'Sullivan, '36

Winner of the Prize Debate May, 1933: William Connor, '36.

THE DRAMATIC ASSOCIATION

The Dramatic Association aims to cultivate a critical and appreciative taste for dramatic-literature and to train its members in grace of speech and movement, together with intelligent and dramatic interpretation of carefully selected plays.

The Dramatic Association produces a play in the Spring of each year.

THE ACADEMIC CLUB

The major objective of the Academic Club is to develop power for clear, systematic thinking. Members of the Club strive to form such mental habits as are incompatible with the easy acceptance of views. To this end studies are undertaken which include historical events and social, political and economic orders.

Membership is restricted to students of the Junior and Senior classes who by reason of scholastic performance, have demonstrated their fitness for admission.

Faculty Moderator—James Vaughan, M.A., LL.B.

OFFICERS—1932-1933

President.....John Sonnett, '33
Vice-President.....John Mang, '34
Secretary-Treasurer.....M. Shearin, '33

THE CAMPION CLUB

This organization is open to students in the Junior and Senior classes interested in topics of a literary nature. Meetings are held bi-weekly. The club has a two-fold purpose: to increase enthusiasm for literature, and to foster student writing and criticisms. The informality of the round-table talk is maintained at all times. Subjects for discussion follow no set scheme, and treat of both classical and contemporary literary production and problems.

Faculty Moderator—James E. Tobin, Ph.D.

OFFICERS—1932-1933

President.....A. G. Nevins, '33
Vice-President.....L. Bory, '33
Secretary.....C. V. Sullivan, '33

THE GOVERNMENT CLUB

The Government Club is an organization for students of the Sophomore Class who find the field of Political Science of particular interest. The purpose of the Club is to stimulate initiative on the part of the individual member, to introduce him to the realities which exist apart from the subject matter treatment of the classroom. It is also intended to be of special assistance to those who may have an inclination to enter the field of governmental or political activity.

Faculty Moderator—Maurice I. Hart, Ph.D.

The Government Club (*continued*)

OFFICERS—1932-1933

President.....W. J. Whittaker, '35
Vice-President.....Edward Tafuri, '35

THE HISTORY ACADEMY

The History Academy was founded to afford Sophomore students, especially interested in history, the opportunity of developing a more mature mental attitude towards the subject, to bring to their knowledge ages and personalities not included in the classroom lectures, and to acquaint them with the sources of historical knowledge and the discipline of research.

Faculty Moderator—Francis Downing, M.A.

OFFICERS—1932-1933

President.....Lawrence C. Baldwin, '35
Vice-President.....James Flynn, '35

THE FRENCH ACADEMY

The French Academy was founded to enable students of the Freshman class to come in contact with spoken French and to acquaint them with the various phases of French history, culture and customs.

At each meeting the Moderator gives a short talk in French. Members are required to contribute reports on subjects announced for discussion. Whenever possible, arrangements are made by the Moderator for attendance of the Academy in a body at lectures, plays or motion pictures in French.

Faculty Moderator—D. J. Spagnoli, M.A.

OFFICERS—1932-1933

President.....Frank Paulo, '36
Vice-President.....Jacob Hillman, '36
Secretary-Treasurer.....Arthur Parlett, '36

THE BUSINESS CLUB

The purpose of the Business Club is to stimulate and foster an interest in business affairs and practice.

Membership in the Club is open to all full time students in the School of Business. At the regular meetings, which are held bi-weekly, papers on assigned topics of current interest are read by members, after which the subjects are open for discussion by the members at large.

From time to time, guest speakers, prominent in various lines of endeavor, address the Club either on the operation and functions of the institutions in their respective fields or upon some phase of current business activity. The addresses and discussions are supplemented by visits to centers of business interest where actual operations of the institutions may be observed.

Faculty Moderator—Clifton A. Sause, C.P.A.

OFFICERS—1932-1933

President.....James A. Doyle, '33
Vice-President.....John J. Dannhardt, '33
Secretary.....Gerard J. McDowell, '34
Treasurer.....L. Vincent Donahue, '34
Assistant Secretary.....John C. Lynch, '35
Senior Representative....Herbert C. Sandner, '33

THE ATHLETIC ASSOCIATION

The object of this Association is to promote the athletic interests of the University and to discuss and determine matters of management pertaining to the welfare of collegiate and intercollegiate sports.

Students in the undergraduate departments of the Manhattan Division of the University are eligible for membership in this Association.

LIBRARY FACILITIES

The facilities of the University library, located on the campus of Fordham University, 190th Street and Third Avenue, Bronx, New York, are extended to the students of the Manhattan Division.

The Manhattan Division offers to its students the use of a fully equipped and well furnished Reference Library, ideally located on the eighth floor of the Woolworth Building and occupying the entire southwest corner. The Reference Library is used exclusively for reference and research work and is calculated to be of valuable assistance to students in preparing class assignments.

Library hours are:

9:00 A. M. to 9:00 P. M. (Monday to Friday).

9:00 A. M. to 5:00 P. M. (Saturday).

THE BOOK STORE

The Fordham University, Manhattan Division, Book Store is located on the eighth floor of the Woolworth Building. The Book Store has been established for the convenience of the students desiring to procure the assigned class text books. It is open during the following hours:

Week days:	8:45 A. M. to 11:30 A. M.
	5:50 P. M. to 7:00 P. M.
Saturdays:	12:35 P. M. to 1:15 P. M.

PART VI

CATALOGUE
SCHOOL OF SOCIOLOGY AND SOCIAL SERVICE

Fordham University

School of Sociology and Social Service

ANNOUNCEMENT

1933 - 1934

Under the patronage of
HIS EMINENCE
PATRICK CARDINAL HAYES, D.D.
Archbishop of New York

Woolworth Building
NEW YORK, N. Y.

INDEX

Papal Blessing 5
Cardinal's letter of appreciation 6
Cardinal's letter of approbation 7
Officers, 1933-1934 9
Faculty, 1933-1934 9

INTRODUCTION

History of the School 15
Purpose of the School 15
Social Service and Our Age 16
The Church and Charity 16
Catholic Charities 17
Opportunities for Positions 17

GENERAL INFORMATION

Curriculum 19
School Year 19
Registration 19
Outside Employment 20
Placement of Graduates 20
Libraries 20
Alumni Association 20

THE DAY COURSE

Entrance Requirements 21
School Year Schedule 21
Program of Courses 21
Special Students 22
Field Work 22
Examinations 23
Diplomas and Degrees 23
Mentors and Thesis Master 24
General Requirements for Graduate Degrees 24
Fees and Tuition 25
Scholarship 28

EVENING COURSES

Purpose 29
Program of Evening Courses 29
Admission Requirements 30
Scope 30
Credits Granted 30
Examinations 31
Fees and Tuition 31

PUBLIC HEALTH NURSING
Entrance Requirements for a Certificate 32
Entrance Requirements for a Degree 32
Course Requirements 32
Transcripts 33
Part-Time Students 33
Tuition, Fees and Expenses 33

INSTITUTES 34

SCOPE OF CURRICULUM 34

DESCRIPTION OF COURSES
Basic Courses 37
Social Case Work 38
Child Welfare 39
Mental Hygiene 40
Public and Social Health 42
Criminology and Penology 44
Community Organization 46
Social Legislation 47
Economics and Industry 48
Social Records and Research 49

SCHOOL CALENDAR 51

DI SUA SANTITA

DAL VATICANO, April 11, 1932.

Dear Father Hogan:

His Holiness is pleased to commend the work of the School of Sociology and Social Service attached to Fordham University. His Holiness knows that this school was instituted at the request of and has continued to exist under the patronage of His Eminence Cardinal Hayes.

The Holy Father is aware from what His Eminence has said about the school and from other sources that the School of Sociology and Social Service is making excellent progress. Surely the school has a most noble purpose and it rightly deserves to prosper. It aims to provide professional education including field-work training for those who are planning to work with private social agencies or to enter public welfare services, and to prepare these workers in such a way that they will be actuated in carrying on their labors by proper Christian principles.

The schedule of the courses of studies followed and the fact that the Encyclical Letters, RERUM NOVARUM, DIVINI ILLIUS MAGISTRI, CASTI CONNUBII, QUADRAGESIMO ANNO, NOVA IMPENDET are the norms guiding the teaching constitute a consoling guarantee that social problems and social activities connected with these problems will be treated in the proper manner.

His Holiness is pleased to know that schools of sociology and social service like this one attached to Fordham University and like the one composing a department of the Catholic University in Washington give not only the consolation of present efficiency and present service, but also give promise of future development. As His Eminence Cardinal Hayes states very well, "the poor of God's Church have need of graduates from these institutions."

His Holiness willingly bestows the Apostolic Blessing on the School of Sociology and Social Service, a Department of Fordham University.

Very sincerely yours in Christ,

E. CARD. PACELLI.

Very Rev. Aloysius J. Hogan, S.J., Ph.D.,
President, Fordham University,
New York City.

Cardinal's Residence
452 MADISON AVENUE
NEW YORK

May 4th, 1932.

VERY REV. ALOYSIUS J. HOGAN, S.J., Ph.D.,
President, Fordham University.

MY DEAR FATHER PRESIDENT:

I wish to acknowledge your letter of April twenty-eighth with enclosure of copy of letter from His Eminence the Cardinal Secretary of State, which happily conveys to us the benediction of the Most Holy Father with His Holiness' commendation of the Fordham School of Sociology and Social Service.

Naturally, the recognition of the School by the Supreme Shepherd of Christendom will stir us, in an expression of our filial gratitude to do all we possibly can for the greater efficiency of the School in a larger field of endeavor. We may look forward with confidence to a training of the students of the School that will make them later on exemplars of Catholic Action.

May I express to you my sincere appreciation of your valuable co-operation with me through the School of Sociology and Social Service.

Faithfully yours in Christ,

✠ P. CARD. HAYES,
Archbishop of New York.

Cardinal's Residence
452 Madison Avenue
New York

July 17, 1931.

Reverend Aloysius J. Hogan, S.J., Ph.D.,
President, Fordham University,
New York City.

Dear Father Hogan:

I give my most cordial endorsement to the Fordham School of Sociology and Social Service. I have been deeply interested in the School from its beginnings. In fact, it was in answer to my earnest wish that the University added this additional department to its curriculum. It gratifies me to learn that the School is making excellent progress. That it fills a great need goes without saying.

Our Catholic Charities, here and elsewhere, need trained and devoted workers. The principles which guide our work for the poor are eternal and unchangeable, but every age demands the methods best suited to its problems. In our day the study of sociology and social science occupies an increasingly important place in the curricula of our secular universities. But they build on the shifting sands of time who build merely on man alone! Beneath the figure of the most lowly, the most neglected, the most sinful, is to be found the image of our Divine Master, if one will only dig deep enough. Catholic Social Science will do all things for the individual that secular social science can do, but it will and must go further and help to save the soul of the one with whom it comes into contact. It will do this because of the basic principle motivating all our work: love of God and love of neighbor; because that neighbor is created in God's image and has an eternal destiny.

The Charity of the Church is to-day as vast and as varied as are the social ills that afflict humanity. Our Divine Lord through His Church is helping to solve, with His grace and benediction, the problems that beset the individual and the family, and by so doing is solving the ills that trouble the world. We need the highest standards of training and technique surcharged with the age-old principles of the Holy Mother Church given to her by Her Divine Founder, if we are to measure up here in America to our opportunity. The Fordham School of Sociology and Social Service can do much to restore souls to Christ by sending forth workers into the field of social and charitable activity, thoroughly trained—first, in religious principles, and, secondly, in the latest methods of social science.

I, therefore, recommend the School once more to the attention of the Clergy of the Archdiocese, and bespeak their earnest co-operation in its future development. It would please me very much if some of the younger Priests would take these courses at Fordham, and thus fit themselves in a special way for better co-operation in the parishes with the work of Catholic Charities. In particular, I most earnestly commend the School to the Superiors of our Religious Orders engaged in Social Service. Our devoted Sisters are doing remarkable work, but their effectiveness for the saving of immortal souls will be made far more fruitful for Christ if the Sisters intended for work in our Child-caring Homes, Hospitals, Day Nurseries, Settlements, etc., are directed to take the complete course at Fordham. Our young men and women, too, privileged by God in receiving higher education in Catholic Colleges, ought to be actively encouraged by their teachers to enter into Social Service. The poor of God's Church need them, and nothing would please me more than to know that our Catholic Colleges were sending some of their graduates yearly into this field.

With a blessing on the School, its faculty and its students, I am,

Faithfully yours in Christ,

✠ PATRICK CARDINAL HAYES,
Archbishop of New York.

OFFICERS, 1933-1934

VERY REV. ALOYSIUS J. HOGAN, S.J., PH.D.,
President, Fordham University.

REV. JOSEPH T. KEATING, S.J., *Treasurer.*

REV. MATTHEW L. FORTIER, S.J., PH.D., *Dean.*

REV. EDWARD S. POUTHIER, S.J., PH.L., *Assistant Dean.*

EDWARD L. CURRAN, PH.D., *Registrar.*

ROSE J. MCHUGH, PH.B., *Director of Field Work.*

FACULTY, 1933-1934

CHARLES F. BOLDUAN, Public Health, 1928 —

M.D., Columbia University; Director, Bureau of Health Education, Department of Health, City of New York; Surgeon (R), U. S. Public Health Service; Lecturer in Public Health, New York University; formerly Professor of Bacteriology and Hygiene, Fordham University Medical School; Lecturer in Preventive Medicine and Hygiene, College of Physicians and Surgeons, Columbia University; Fellow of the American Public Health Association; Member of the Deutschen Gesellschaft für Geschichte der Medizin und der Naturwissenschaften.

MARGUERITE T. BOYLAN, Record Writing, 1931 —

B.A., M.A., Ohio State University; Charity Organization Society, Columbus, Ohio, 1911-1913; Charity Organization Society, New York, 1913-1914; Charity Organization Society, Bridgeport, 1914-1915; Catholic Charitable Bureau, Bridgeport, Conn., 1916-1919; National Catholic War Council, Overseas, 1919-1920; Executive Secretary, Diocesan Bureau of Social Service, Hartford, 1920-1931; Executive Secretary, Catholic Charities of Diocese of Brooklyn, 1932—.

REV. THOMAS L. BRENNOCK, Social Case Work, 1927 —

Dartmouth, B.S., 1912; St. Joseph's Seminary, Yonkers, N. Y., 1923; Graduate, New York School of Social Work, 1926; Director, Division of Families, Catholic Charities, Archdiocese of New York, 1927.

THOMAS W. CAREY, Hygiene, 1931 —

B.A., College of St. Francis Xavier, 1907; M.D., Medical College, Cornell University, 1911; Assistant Resident Physician, Willard Parker Hospital, 1914-1915; Assistant Attending Physician, St. Vincent's Hospital and New York Foundling Hospital, 1918—; Instructor in Contagious Diseases, New York University Medical College, 1920-1925; Attending Physician, St. Vincent's Hospital, 1926—.

W. BRUCE COBB, Legal Aspects, 1929 —

LL.B., Columbia Law School, 1900; Secretary of the Board of Water Supply, 1914-1915; City Magistrate, 1915-1925; Secretary of Courts Committee of Brooklyn Bureau of Charities under grant from Russell Sage Foundation, 1926; Director of Survey entitled "Report of Joint Committee for the Study of Legal Aid of the Association of the Bar of the City of New York and the Welfare Council of New York City"; Author of "Inferior Criminal Courts Act, annotated"; revised book, "Laws on Sex Morality in New York City," A Study of the Administration of Probation for the New York State Crime Commission through the Sub-Commission on Adjustment of Sentences; Attorney-in-Chief of the Legal Aid Society of New York.

ELIZABETH COSGROVE, Medical Social Service, 1932 —

A.B., Vassar, 1916; American Red Cross, Home Service Section, Pittsburgh, Pa., 1919; International Institute, Pittsburgh, Pa., 1919; Mercy Hospital, Social Service Department, 1920-1925; New York School of Social Work, 1925-1926; Bureau of Children's Guidance, New York, 1925-1926; Presbyterian Hospital, New York, 1926; Catholic Charities, Pittsburgh, Pa., 1927-1930; Delinquency Committee, White House Conference on Child Health and Protection, 1930; Supervisor of Boarding Homes, Westchester County Department of Child Welfare, 1931—.

JOHN T. DALY, Delinquent Children, 1931 —

B.S., Purdue University; LL.B., Georgetown Law School; Juvenile Court, Washington, D. C., 1923-1927; Executive Secretary, Associated Catholic Charities, New Orleans, La., 1927-1930; Assistant Secretary, National Conference of Catholic Charities, 1928; Executive Secretary to the Board of Managers, New York Catholic Protectory.

ANN DOYLE, Public Health Nursing, 1930 —

R.N., Georgetown University School of Nursing; B.S., Columbia University; Diploma in Organization and Supervision of Public Health Nursing; sometime Lecturer in Public Health Nursing, Universities of Washington, Oregon, George Washington; Director of various nursing divisions of the U. S. Health Service during the World War.

REV. PAUL J. FAUSTMANN, Advanced Sociology, 1932 —

Innshruck University, Austria, 1922-1925; B.A., St. John's College, Brooklyn, 1928; M.A., St. John's College, Brooklyn, 1929; Lecturer, Medical Ethics, Catholic Training School for Nurses, Diocese of Brooklyn; Chaplain, Catholic Physicians' Guild, Diocese of Brooklyn; Member, Board of Managers, St. Charles Hospital for Blind, Crippled and Mentally Defective Children, and St. Joseph's Hospital, Far Rockaway; Vice-President and Executive Member, Board of Managers, St. Catherine's Hospital, Brooklyn; Member, Executive Committee, New York City Committee on Mental Hygiene, and Mental Hygiene Section of the Welfare Council; Associate Director, Catholic Hospitals, Diocese of Brooklyn.

GLADYS FISHER, Administration of Public Welfare, 1933 —

A.B., Vassar College, 1911; Graduate, Chicago School of Civics and Philanthropy, 1912; Agent, Columbia County for State Charities Aid Association, 1912-1918; Case Work Supervisor, Westchester County Home Service, American Red Cross, 1918-1921; Assistant Director, Department of Child Welfare, Westchester County, 1921-1923; Director, Department of Child Welfare, 1923—; Director of Old Age Relief, Westchester County, 1931—.

REV. MATTHEW L. FORTIER, S.J., Advanced Ethics, 1917 —

Ph.D., Dean, Graduate School, Loyola College, Baltimore; Dean, Graduate School, Boston College, Boston; Professor, Senior and Graduate Studies, St. Joseph's College, Philadelphia; Professor, Jurisprudence, Fordham University Law School; Dean, Graduate School, Fordham University; Professor, Philosophy of History, Holy Cross College, Worcester; Dean, School of Sociology and Social Service, Fordham University.

ALEXANDER JOSEPH FRASER, Biology, 1930 —

Arts course with Honor Course in Philosophy, B.A., 1889, Dalhousie University; Scholar at Harvard, 1890-1891; Fellow in Psychology, Clark University, 1891-1893; Medicine, 1893-1897, Dalhousie University, M.D.C.M., 1897; Lecturer in Psychology, Halifax Ladies' College and School for Blind, 1893-1895; Assistant in Pathology, New York University, 1911-1913. Instructor in Pathology, 1913-1917, Assistant Professor of Pathol-

ogy, 1917-1920, Professor of Pathological Histology, 1920—; Professor of Pathology and Bacteriology, New York Polyclinic Medical School, 1930—; Pathologist at St. Vincent's, New York Polyclinic, N. Y. Foundling, Manhattan Maternity, and People's Hospitals; Consulting Pathologist, Monmouth Memorial Hospital; Fellow, N. Y. Academy of Medicine; Active Member, Harvey Society; Member of N. Y. Pathological Society.

Elsa M. Butler Grove, Medical Social Service, 1928 —

B.A., Vassar College, 1905; M.A., Washington University, 1914; Fellow at Bryn Mawr, 1915-1916; Graduate Student in Sociology and Anthropology, Columbia University, 1928; Holder of Vassar Alumnæ Fellowship, 1926-1927; Principal, High School, Neligh, Neb., 1905-1906; Teacher, Latin and Mathematics, Akeley Hall, Grand Haven, Mich., 1906-1908; Teacher, Latin and Mathematics, Hosmer Hall, St. Louis, Mo., 1908-1912; Assistant Headworker, St. Louis Children's Hospital and Washington University Dispensary, Social Service Department, 1912-1915; Headworker, Hahneman Hospital, Social Service Department, Philadelphia, 1916-1918; Dean of Polish Grey Samaritan Training School, Y. W. C. A. National Board War Work Council, 1918-1919; Director, Vassar Unit, Verdun, France, 1919-1920; Director, Social Welfare Department for Baltic States; Latvia, Esthonia, Lithuania, 1921-1922; Assistant Professor of Sociology, Smith College, 1923-1925; Associate Director of Smith College School for Social Work, 1923-1925; Lecturer in Social Science, Teachers College, Columbia University, 1926—.

William J. Harper, Criminology and Penology, 1930 —

St. Laurent College, Montreal, 1910; B.S. Ed., Brown University, 1921; M.Ed., Rhode Island College of Education, 1923; Teacher in Montreal, Providence, R. I., and Riverpoint, R. I.; Superintendent of Schools, North Providence, and Bristol, R. I.; Secretary of the Westchester County Council of Social Agencies; Member of Special Social Work Classification Committee, Westchester County; President, Crestwood Parent-Teachers' Association; Chief State Probation Officer of the State of Rhode Island; Director of Probation, Westchester County, N. Y., 1930—.

Margaret H. Hogg, Social Research, 1931 —

M.A., Newnham College, Cambridge, England, 1917; Assistant, London School of Economics and Political Science, London University, 1919-1925; Instructor, Smith College, 1925-1927; Investigator, Statistical Department of Russell Sage Foundation, 1927—.

Stephen S. Jackson, Social Worker and Law, 1928 —

B.A., College of the Holy Cross, 1921; Catholic University, 1921-1922; LL.B., Harvard Law School, 1926; Instructor, English, Latin, Physical Geography and Elocution, Xavier High School, 1923; Instructor, Real Estate Law, Knights of Columbus Evening School, 1928; Professor, Social Legislation, Fordham University, School of Sociology and Social Service, 1928-1930; Official Referee, Workmen's Compensation Bureau, 1930—.

Rev. J. Tracey Langan, S.J., Social Morality, Social Anthropology, Economics, Thesis Master, 1930 —

B.A., Fordham University; M.A., Ph.D., Woodstock College; Professor of Economics, Woodstock College, 1908—; Professor of Apologetics and Social Anthropology, Woodstock College, 1911-1930.

Michael P. Lonergan, Psychiatry, Child Guidance, 1927 —

B.S., University of Utah; M.A., Columbia University; M.D., Cornell University Medical College; Director, Clinical Psychiatry, Manhattan State Hospital; Clinical Psychiatrist, New York Hospital; Instructor in Psychopathology, Columbia University; Instructor in Psychiatry, Cornell University Medical College; Fellow, American Psychiatric Association; Member, New York Society of Clinical Psychiatry; Member, American Medical Association; Member, Ortho-Psychiatric Association; former

President Ward's Island Psychiatric Society; Expert Examiner, Municipal Civil Service Commission, New York City; Associate Visiting Neuro-Psychiatrist, St. Vincent's Hospital.

EDNA LONIGAN, Social Research, 1933 —

A.B., Barnard College; A.M., Columbia University; Diploma, New York School of Social Work; Chief Statistician, New York State Department of Labor, 1920-1929; Legislative Commission on Old Age Security, 1930; Children's Welfare Federation, 1931; President's Committee on Social Trends, 1931-1932; Research Director, Emergency Exchange Association, 1933.

RUTH K. LYNCH, Psychiatric Social Work, 1933 —

A.B., Syracuse University, 1925; Division of Families, Catholic Charities, Archdiocese of New York, 1925-1926; Supervisor, Catholic Charities of the Diocese of Syracuse, 1926-1928; Graduate Student, Columbia University, 1929; Supervisor, Department of Social Service, The Neurological Institute of New York, 1930—.

REV. JOHN P. McCAFFREY, Social Psychology, 1926 —

B.A., St. Joseph's Seminary, 1919; M.A., Fordham University, 1923; Chaplain, Sing Sing Prison, N. Y., 1924—; President, N. Y. State Chaplain's Association, 1931; President, Chaplains' Association of American Prison Association, 1932.

SPENCER MILLER, JR., Economic Basis of Public Welfare, 1932 —

A.B., Amherst, 1912; A.M., Columbia, 1914; Assistant to Warden, Sing Sing Prison, 1915-1916; Industrial Department, U. S. Navy, 1917-1919; Instructor in Government, Columbia, 1920; Member of various national and international committees; Editor, *Workers Education Quarterly;* Managing Editor, Workers Education Bureau Press; Secretary, Workers Education Bureau of America.

REV. EDWARD R. MOORE, Community Problems, 1924 —

B.A., 1915, M.A., 1921, Ph.D., 1923, Fordham University; Director, Division of Social Action, Catholic Charities of the Archdiocese of New York, 1923; Member of Committee on Social and Economic Activities, National Conference of Catholic Charities, 1926; Chairman of Committee on Social and Economic Activities, National Conference of Catholic Charities, 1927; Member of Board of Directors, National Catholic Rural Life Conference, 1925; Director, Ulster County Committee of Catholic Charities, 1923; Director, Dutchess County Committee of Catholic Charities, 1923; Supervising Director, Camp Hayes, 1924; Spiritual Director, Archdiocesan Council of Catholic Women, 1923; Spiritual Director, Catholic Young Women's Club, 1923; Spiritual Director, New York University Newman Club; Member, National Council Boy Scouts of America; Member, Board of Governors, Manhattan Council Boy Scouts of America; Member, Executive Committee, City Conference on Charities and Correction, 1927-1928; Member, Executive Committee of Council on Adult Education, 1924; Chairman of Committee on Catholic Activities for New York Boys' Week, 1924-1925; Chairman of Preliminary Planning Committee for Boys' Week, 1925-1926; Director, St. Peter's Survey, 1923; Member of Joint Committee of the Welfare Council and United Neighborhood Houses for the Study of Settlement Houses in New York; Professor, Fordham University Graduate School, 1920—.

JAMES V. MULHOLLAND, Leisure Time Activities, 1931 —

B.A., College of the City of New York, 1915; Extension courses at New York University and Columbia, 1920-1922; LL.B., New York Law School, 1929; Formerly Principal and Supervisor of Vacation Playgrounds and Community Centers, Board of Education; Teacher, High School of Commerce, 1919-1922; Executive Member, New York City Recreation Conference Committee, 1931-1932; Supervisor of Recreation, Department of Parks, 1922—.

REV. PATRICK A. O'BOYLE, Child Welfare, 1930 —

Assistant Director, Division of Children, Catholic Charities, Archdiocese of New York.

FRANK J. O'BRIEN, Mental Hygiene, 1932 —

B.A., Holy Cross College; M.A., Ph.D., Clark University; M.D., University of Louisville; Psychological and Research Interne, Psychopathic Hospital, Boston; Part-time mental work, Somerville (Mass.) Police Court and Massachusetts Reformatory for Boys; Conducted surveys for National Committee for Mental Hygiene; Ten years, Medical Director of Louisville Psychological Clinic, and at various times Director of Bureau of Mental Health, Kentucky State Board of Health; Chairman, Division of Mental Hygiene, Kentucky Parent-Teacher Association; Consultant Psychiatrist, Special Study Indianapolis Orphan Asylum by Child Welfare League of America; Instructor, Department of Psychiatry, College of Medicine, University of Louisville; on Teaching Staff, Louisville City Hospital; Medical Staff of St. Joseph's Infirmary, Norton Infirmary, and Crippled Children's Hospital; Membership in American Medical Association; American Psychiatric Association; American Orthopsychiatric Association; Executive Committee, American Association of Mental Hygiene Executives; Kentucky State Medical Society; Jefferson County (Kentucky) Medical Society; Member, Child Welfare Division, White House Conference; Executive Committee, New York City Committee on Mental Hygiene and Mental Hygiene Section of Welfare Council; Assistant Director and Chief Psychiatrist, Bureau of Child Guidance, Board of Education, City of New York.

JAMES S. OWENS, Treatment of Offenders, 1930 —

B.A., Holy Cross, 1923; Editor and correspondent, *Rutherford Republican* and *Newark Evening News*, 1924; Probation Officer and Director of Investigations, Catholic Charities Probation Bureau, and Probation Officer, Court of General Sessions, 1925-1927; Case Worker, Committee on City Prison Boys of the Public Education Association, 1928; Probation Examiner, Division of Probation, State Department of Correction, 1929; Acting Director and Director, Division of Probation, State Department of Correction; Member, State Probation Commission; Secretary, New York State Association of Magistrates; Secretary, New York State Association of Judges of Children's Courts, 1930.

REV. EDWARD S. POUTHIER, S.J., PH.L., Advanced Sociology, History of Social Work, 1929 —

B.A., 1917; M.A., 1918, Woodstock College; Licencié és Sciences Sociales (Louvain); Instructor in Political Science and Community Problems, Fordham University, 1918-1922; Principal, Canisius High School, Buffalo, N. Y., 1926-1928; Assistant Dean, 1929—.

IRENE SLACHTA, Naturalization and Immigration, 1927 —

Teacher's Diploma, 1907, Teachers' College, Kalocsa, Hungary; B.A., 1921, M.A., School of Sociology and Social Service, 1922, Ph.D., 1923, Fordham University; Member of Executive Board, Conference on Immigration Policy; Member of Executive Committee, New York Committee on Naturalization, 1927—; Director, Catholic Immigrant Aid, Division of Social Action, Catholic Charities, Archdiocese of New York, 1927-1933.

HARRIET TOWNSEND, Child Welfare, 1929 —

New York School of Social Work, 1911, 1915; Columbia University, 1917; University of Geneva, Switzerland, 1925; Bureau Children's Guidance, 1927; Superintendent Charity Organization Society, Elizabeth, N. J., and Secretary Society Prevention of Cruelty to Children, Union County, N. J., 1913-1917; Director Training Home Service, Atlantic Division American Red Cross, New York, 1918-1920; Lecturer Family Social Work, Teachers' College, Columbia University, New York, 1919-1926; Instructor Social Case Work, Social Problems, Training School for Deaconesses, New York, 1924—; Instructor Social Case Work, Yale School of Nursing, New Haven, 1926-1927; Lecturer Extra Mural, Social Case Work, Teachers' College, Columbia University, New York, 1929—.

GEORGE L. WARREN, Social Legislation, 1929 —

B.A., Harvard University, 1910; Secretary, Joint Department of the Associated Charities and the Provident Association for Helping Homeless Men, Boston, 1908-1914; District Secretary, Associated Charities, Charlestown District, Boston, 1914-1916; Member Board of Directors, John Howard Industrial Home for Discharged Prisoners, Boston, 1913-1916; General Secretary, Bridgeport Charity Organization Society, Bridgeport, Conn., 1916-1919; Chairman, Home Service Section, American Red Cross, Bridgeport Chapter, 1918-1929; Chairman, Bridgeport Chapter, American Red Cross, 1919-1922; Chairman, Budget Committee, Bridgeport Community Chest, 1924-1929; Secretary, Connecticut State Conference of Charities and Corrections, New Britain, Conn., 1919; Director Personnel, Warner Bros. Company, Bridgeport, Conn., 1919-1929; Vice-President, Bridgeport Family Welfare Society, 1919—; Vice-President, Connecticut Society for Mental Hygiene, 1928—; Director, American Branch International Migration Service.

SPECIAL LECTURERS, 1932-1933

KATHERINE F. BLAKE
JOANNA C. COLCORD
MARIE DUFFIN
GLADYS FISHER
CARMEN HAIDER
SHELBY M. HARRISON
JANE M. HOEY
EDNA LONIGAN
JOSEPH MCGOLDRICK
EDWARD L. PARKER
LAWSON PURDY
PATRICK J. SHELLY
ELIZABETH M. SMITH
EDWARD TAYLOR
DAVID W. WAINHOUSE
ADELINE WOODS

INTRODUCTION

History

The Fordham University School of Sociology and Social Service was organized in 1916. It began with evening classes from 8 to 10 p. m., with the morning hours assigned to field work. The following year, some progress was made by introducing classes from 4 to 6 p. m. to accommodate a much increased group of professional welfare workers seeking social science courses. In 1922, a close tie-up with New York Catholic Charities was effected, and its extensive and valuable field-work facilities were thereafter placed at the disposal of the School. Two years later, the class-hour system was changed to its present form: the first three days of the week, from 10 a. m. to 4 p. m., were devoted to classroom instruction, while Thursdays and Fridays, from 9 a. m. to 5 p. m., were given over to supervised field work with social agencies. In 1927 the School moved to its present quarters on the eighth floor of the Woolworth Building.

Purpose of the School

The purpose of the School is to provide professional education which includes field-work training for those who are planning to work with private social agencies or enter public welfare services.

Social Work, at present, is organized mainly about Family Case Work, Child Care, Delinquency, Mental Hygiene, Public Health, Community Organizations, Leisure Time Activities, Welfare Work in schools, hospitals and industry.

Since all this involves dealing with human beings, it is a task of profound responsibility. Just as we entrust matters of health only to the professionally-trained physician, so we are learning to commit the social adjustment of human life only to the thoroughly-trained practitioner. The social worker of to-day must be well versed in psychological and social sciences, and must have a specialized professional training in the methods and practices of his art. The existence of twenty-five approved professional schools of social work in the United States amply indicates that special training for this field is considered absolutely essential nowadays.

The Fordham University School of Sociology and Social Service has had increasing success in giving thorough professional preparation to men and women about to enter or desirous of advancing in social service. It is under Catholic auspices, but is open to students of all beliefs. It seeks to combine a

Christian philosophy of life with the best standards of modern thought and practice in the field of social work.

The School is located on the eighth floor of the Woolworth Building, an ideal transportation center. Adequately equipped, splendidly staffed, with carefully-integrated courses and departments, the institution meets all the standards and has membership in the *American Association of Schools of Social Work*. Its graduates are now to be found among the administrative and working forces of numerous public and private social agencies.

Social Service and Our Age

Social problems and the social activities connected with these problems mark especially the present age. With all the evidences of industrial changes, social life is not happy and healthy and there is everywhere felt an acute sense of unrest and maladjustment. The words of the illustrious Pontiff Leo XIII. and those of His Holiness Pius XI., now gloriously reigning, calling us to concerted social study and corporate action on social problems, are an urgent summons to us to assume in a worthy way the great responsibility of the new world of social and industrial relations in which we live. Moreover, apart from the inspiring apostolate which it affords, Social Service holds out sufficiently ample rewards to those who make it their life-work.

The Church and Charity

In the field of charity Catholics have ever been in the forefront. There is no work which appeals so strongly to all their high ideals and sympathies. It is a great commandment of the Gospel—the splendid evidence of faith—the glory of the Church's history. Following the divine example of her Founder, the Church has in all ages succeeded in enlisting her children in charitable deeds toward their neighbor. She is the mother of private and organized Social Service, and has shown a genius for organization in every domain of social effort and welfare.

It is the glory of the Church that she possessed such bishops as St. Ambrose, St. Chrysostom and St. Martin of Tours; that European civilization is based on the foundation laid by the monks of St. Benedict; that the simple spirit of St. Francis of Assisi inspired multitudes of her children to undertake works of social reform of a lasting nature. Catholics think of St. Vincent de Paul and the Sisters of Charity with a thrill of pride, and centuries have taught that the pronouncements of the rulers of the Church form the only sound basis upon which the world can proceed to peace and contentment.

Catholic Charities

The Catholic Church has been very active in the field of charity in the Archdiocese of New York, which includes the counties of New York, Bronx, Richmond, Westchester, Putnam, Dutchess, Ulster, Orange, Sullivan and Rockland. Her works include many child-caring homes, twenty-two hospitals, twenty-five day nurseries, seven homes for the aged, nine settlements, besides temporary homes and agencies offering relief to the poor or affording protection, education and recreation to boys and girls.

After a thorough survey of the extent and needs of these various agencies, His Eminence Patrick Cardinal Hayes, in 1920, established a new central organization called "The Catholic Charities of the Archdiocese of New York." The administrative organization comprises six principal divisions: Families, Children, Health, Protective Care, Social Action, and Finance.

Many Fordham students receive their field training with Catholic Charities, and others are employed in its central office and in agencies under its supervision.

The Dioceses of Brooklyn and of Newark render similar services to our students. Grateful acknowledgment is herein given to these and other neighboring dioceses, whose co-operation and ever-increasing facilities have been so generously extended to the authorities of the School.

Opportunities for Positions in Social Service

At the present time, Social Service is recognized as a distinct profession with certain standards, technique and philosophy, requiring a definite educational background. There are about seven thousand members of the American Association of Social Workers, a national organization for developing professional standards. According to the Federal Census of 1930, there were 35,511 "social and welfare" workers in the United States, and there are many thousands more working as volunteers. The range of opportunities is wide and varied, with increasing possibilities, especially in the field of public welfare. It is therefore a profession in which a trained person may earn an adequate livelihood. It is significant that less then 2% of the graduates of all recognized schools of social work for the years 1927-1932, inclusive, are unemployed because there are no available positions for them; and this despite the condition of great general unemployment with consequent depletion of the funds of private agencies. By virtue of membership in the American Association of Schools of Social Work, which the

Fordham School enjoys, its graduates meet all the academic requirements demanded by the American Association of Social Workers. Since employment in many agencies is often contingent on being affiliated with this Association, the value of matriculating in a formally approved school need not be further emphasized. Following are some of the available positions in Social Service work:

Social Case Work: General family case work; child placing; probation and protective work; visiting teacher; vocational guidance; hospital social service; psychiatric social work; Travelers' Aid, etc.

Social Group and Community Work: Settlement club work; boy and girl leadership and Scout work; dramatics; community organizations; municipal playgrounds; neighborhood clubs; immigration; unemployment; child labor; leisure time activities; rural problems.

Institutional Work: Temporary care of children and convalescents; permanent care of defective and criminal cases; reformation and training; industrial schools; dietetic and supervisory work.

Social Research: Collecting, checking and analyzing social data.

The supply of trained workers is insufficient to meet the need, since in addition to the opportunities in public and private organizations for such workers, there is a demand for graduates of Schools of Social Service to fill State and Municipal positions, such as Probation and Attendance Officers, Social Investigators, Institutional Inspectors, Factory and Sanitary Inspectors, etc. The salary range of trained social workers might be placed at $1,200-$12,000. Capable and experienced women workers are commanding $3,000 and men, $5,000. Because of the present unsettled conditions, median salaries are undergoing more changes than those of either extreme in the range just mentioned.

GENERAL INFORMATION

Curriculum

The general facilities of the School offer a four-fold plan of instruction: (1) Full Day Course, based on a two-year program of five days per week. This is for beginners and leads to a diploma in Social Service and the degree of M.A. (2) Evening Courses, extending over one or more semesters, each course requiring at least 30 hours per semester. These courses are designed mainly for social workers with some experience. (3) Courses leading to a Certificate in Public Health Nursing. (4) Institutes or intensive lecture courses preparing for civil service examinations dealing with social work. In each of these four types of courses there is a difference of entrance requirements, academic credits, fees, tuition, etc. For further details, see following pages.

School Year

The School session is divided into two terms, the first semester beginning usually the last week in September, the second the last week in January. Ordinarily, candidates for the full Day Course are accepted only in September. Students for the Evening Courses are admitted at the opening of each semester for the courses starting with that term. Institutes are begun at various periods of the year determined by the dates of examinations for which they prepare. A School calendar will be found on page 51.

Registration

Students are required to register in person at the School office, Room 803, Woolworth Building, New York City, during the week preceding the opening of each semester.

Applicants for the Full Day Course and for the Certificate in Public Health Nursing should have forwarded to the Registrar from the institution in which they completed their undergraduate work, a transcript of the Bachelor's record, and, if they are applicants for the degree of Ph.D., a transcript of the work done for the M.A.

Accompanying the transcript should be a recommendation from the institution at which undergraduate work was completed, in order that the committee on admissions may determine that the applicant is capable of pursuing higher studies at a profit to himself and an honor to the University.

All members of religious communities must, in addition to the above, bring an official statement showing that their religious superiors have recommended them for studies in this particular department of the Graduate School.

Outside Employment

Owing to the exacting nature of the curriculum, even the part-time employment of day students is discouraged.

Every legitimate effort will be made to assist young men and women needing supplementary financial assistance.

Placement of Graduates

A placement bureau, informally conducted, is maintained to secure positions for and to promote the interests of graduates.

The Joint Vocational Service, Inc., of national influence, offering vocational information, guidance and placement in social work, co-operates fully with the School.

Libraries

A select library of standard works and Government pamphlets is provided by the School in addition to a General Library and reading room. Both are adjacent to the classrooms. The 130,000-volume library on the University campus is always available to students. By arrangement, any volume from its stacks may be transferred to the School library for student use. The School subscribes to all the periodicals of special interest to social workers.

For reference and wider reading, the Sociological Department of the New York Public Library and the Russell Sage Foundation offer exceptional facilities. At both of these institutions our students receive cordial and helpful assistance.

Alumni Association

A healthy Alumni Association functions in co-operation with the School, giving encouragement and guidance to resident students in particular. Through it, board and room may be arranged, leisure time activities directed and church contacts established. Miss Adelaide McNamara, care Room 803, Woolworth Building, is President of the Association, and Rev. J. Tracey Langan, S.J., is Moderator.

THE DAY COURSE

Entrance Requirements

Personal.—In order to counsel in problems that materially affect human lives, the prospective social worker needs to have certain native endowments in addition to acquired skills. A genuine interest in the work is indispensable. Sound health is essential for sustained energetic effort. Emotional stability and mental maturity are necessary that confidence may be inspired and good adjustments be made. A scientific spirit of inquiry will raise the mediocre staff member to a position of leadership. In short, even the intelligent candidate must be social within the full meaning of the term, and a worker. As a safeguard against misdirected effort, a personal interview with the Dean is required before registration.

Academic.—A Bachelor's degree in Arts or Sciences from an accredited college.

Schedule

The complete professional course in Social Service occupies two academic years, from late September to early June, on a five-day per week basis. In both years, the first three days of the week, from 10 a. m. to 4 p. m., are devoted to classroom instruction, while Thursdays and Fridays, from 9 a. m. to 5 p. m., are given over to Field Work with various social agencies. The course thus puts equal emphasis on the two types of educational experience: theory and practice.

Conference hours with the Staff will be scheduled whenever necessary outside of class and field work hours.

Program of Courses

Regular students in the first and part of the second year follow a prescribed program, which is integrated to train them for the general field of social work. Second-year students are expected to select a major field of specialization and particular programs are arranged for this. It may be of interest to give the 1932-1933 list of prescribed courses. This schedule varies little from year to year. Each course represents thirty hours of classroom instruction.

First Year, *First Semester:* Sociology, Social Morality, Social Economics, Social Psychology; Biology for Social Workers, Introduction to Social Case Work, Child Welfare, Unemployment.

Second Semester: Method of Social Case Work, Record Writing, Foster Care, Hygiene for Social Workers, Community Problems, Naturalization and Immigration, Crime and Punishment.

SECOND YEAR, *First Semester:* Delinquent Child, Social Treatment of Crime, Public Relations, Psychiatry I, Modern Social Problems, Electives.

Second Semester: Handicapped Child, Public Health, Social Legislation, Leisure Time Activities, Psychiatry II, Social Research.

Students who are candidates for a degree, for a diploma in Social Service or for both, must complete the prescribed curriculum, both as to hours of study and field work. They are required also to do outside reading and research work in connection with the various subjects.

The second-year courses are open to students who have satisfactorily completed the full first-year courses or an equivalent group in another accredited school of Social Service. In the latter case, the intending student, upon presentation of credentials for such courses, will not be required to pass an entrance examination as a preliminary to being permitted to follow the work of this year.

Special Students

Candidates, eligible for regular admission, but unable to follow the full-time program, may register as *"special students"* in most of the above courses on a part-time basis with the understanding that the judgment of the Dean shall be final as to the direction of their studies. Field work is not provided for such students unless they later become full-time students, in which case fees will be charged for field work.

In order to be considered candidates for the M.A. in Sociology, special students, like regular students, must complete the full diploma course.

Field Work

The importance of practical work in the field of Social Service is recognized and insisted upon everywhere to-day. Lectures alone are not sufficient to make the student an efficient social worker, nor will mere observation of the methods of others bring about this result. Field work must be done by the student under supervision of the School and is looked upon

as laboratory work, being so recognized in determining points of academic credit.

All students who are candidates for the diploma are required to give two full and successive days per week to field work in selected organizations throughout the academic year. Credit for field work is estimated on a basis of six hours for each day in the field, amounting to six points for the academic year. Field work in a family agency is required of all first year students. A range of choice in special fields is permitted the students in the second year. The full total of twelve points for field work credit is given after the student has (a) completed the full time assigned for field work in each academic year, approximately sixty days, (b) had field work experience in at least two different fields, (c) demonstrated that he has developed the necessary skills, and (d) given evidence of a capacity for social work.

The School's location in New York City gives it a peculiar advantage in respect to Field Work facilities. New York is perhaps the most stupendously developed center of social work activity in the world. It has over 1,000 private social agencies, not to speak of the numberless public welfare bureaus. Fordham students thus have the unique opportunity of gaining professional training in this most interesting, diversified and progressive area of social work.

The Catholic Charities of the Archdiocese of New York, where a great number of the School's students train, has assigned a specially qualified Student Adviser whose wise direction is highly effective. During the past year the School also received valuable co-operation from the following organizations: Beth Israel Hospital, Newark, N. J.; Brooklyn Bureau of Charities; Catholic Charities, Diocese of Brooklyn; Court of General Sessions; Diocesan Bureau of Social Service, Stamford, Conn.; Emergency Home Relief Bureau; Jewish Social Service Association; New York Infirmary for Women and Children; New York Neurological Hospital; New York Post-Graduate Hospital; New York State Division of Parole; St. Charles' Mental Hygiene Clinic; Staten Island Social Service; Westchester County Departments of Child Welfare and Probation.

Examinations

Examinations will be held at the end of each semester. Sixty-five per cent. is the passing mark. Those who fail in only one course will be allowed, upon petition, to take an examination for the removal of that condition. A special charge will be made for both condition and deferred examinations.

Mere ability to pass examinations is no guaranty of a diploma, nor does ability to pass the examinations of a semester establish the right to continue, since it is not adequate evidence of fulfillment of all requirements.

Diplomas and Degrees

A Diploma in Social Service is granted to those who have successfully completed the prescribed two-year program of study courses and field work.

Students who register in the School for the full two-year course must complete all its prescribed courses before they will be formally considered as candidates for any degree.

A college graduate holding a Bachelor degree, on the satisfactory completion of the regular program, may gain a Master's degree from the Graduate School of this University upon the presentation of an approved thesis and by complying with its other regulations. Candidates for the degree of Ph.D. in Sociology must (a) have received a Master's degree, (b) complete our diploma program, and (c) fulfill additional requirements prescribed by the Graduate School.

Candidates for degrees must keep in constant touch with the authorities of our schools from which degrees are granted, as each school has specific regulations. This responsibility rests with students from time of entrance.

Mentors and Thesis Master

Each candidate for a degree is assigned a Mentor, whose selection by the Dean is determined in accordance with the subject-matter and scope of the dissertation. Another person, a Thesis Master, is entrusted with the general guidance of all candidates in the scholarly composition and progressive development of dissertations.

General Requirements for Graduate Degrees

The complete regulations of the Graduate School should be read in conjunction with the following regulations. In cases of apparent conflict or incomplete information here, the regulations of the Graduate School, as printed in the catalogue of the Manhattan Division, govern.

1. Candidates for the Master's degree must, within three months after their first registration, give evidence, either written or oral, of their ability to read and translate literature, especially that of their Major work, in French or German.

2. Those who have not successfully completed sufficient undergraduate courses in Scholastic Philosophy before the candidacy for the graduate degree, must meet this requirement

by taking the four-point course in Fundamentals of Scholastic Philosophy given in our Graduate School.

3. A Dissertation Seminar, wherein the student's paper is prepared under the observation of the Faculty Committee, must be attended by all degree candidates from the beginning of the second year. This is a sixty-hour course for which no credit points are allowed.

4. All candidates must pass a Qualifying Comprehensive Examination soon after the essential courses on our program have been completed.

Although it is a general regulation of the University that all candidates must pass the Qualifying Comprehensive Examination before being admitted into the Dissertation Seminar, any candidate in the School of Sociology and Social Service who has completed the essential courses in its program may be admitted into the Dissertation Seminar even before he has passed the Qualifying Comprehensive Examination. Such admission is in no way to be understood as final approval of the candidate's graduate status.

5. Candidates for the M.A. degree are required to present a dissertation of 8,000 to 10,000 words, which must be approved by the Mentor and accepted by three of the four examiners.

6. Candidates for the Ph.D. degree are required to present a dissertation of 18,000 to 25,000 words; must satisfy the linguistic requirements of French and German, and must take an oral examination in the general field of their work and in the specific subject treated in the dissertation.

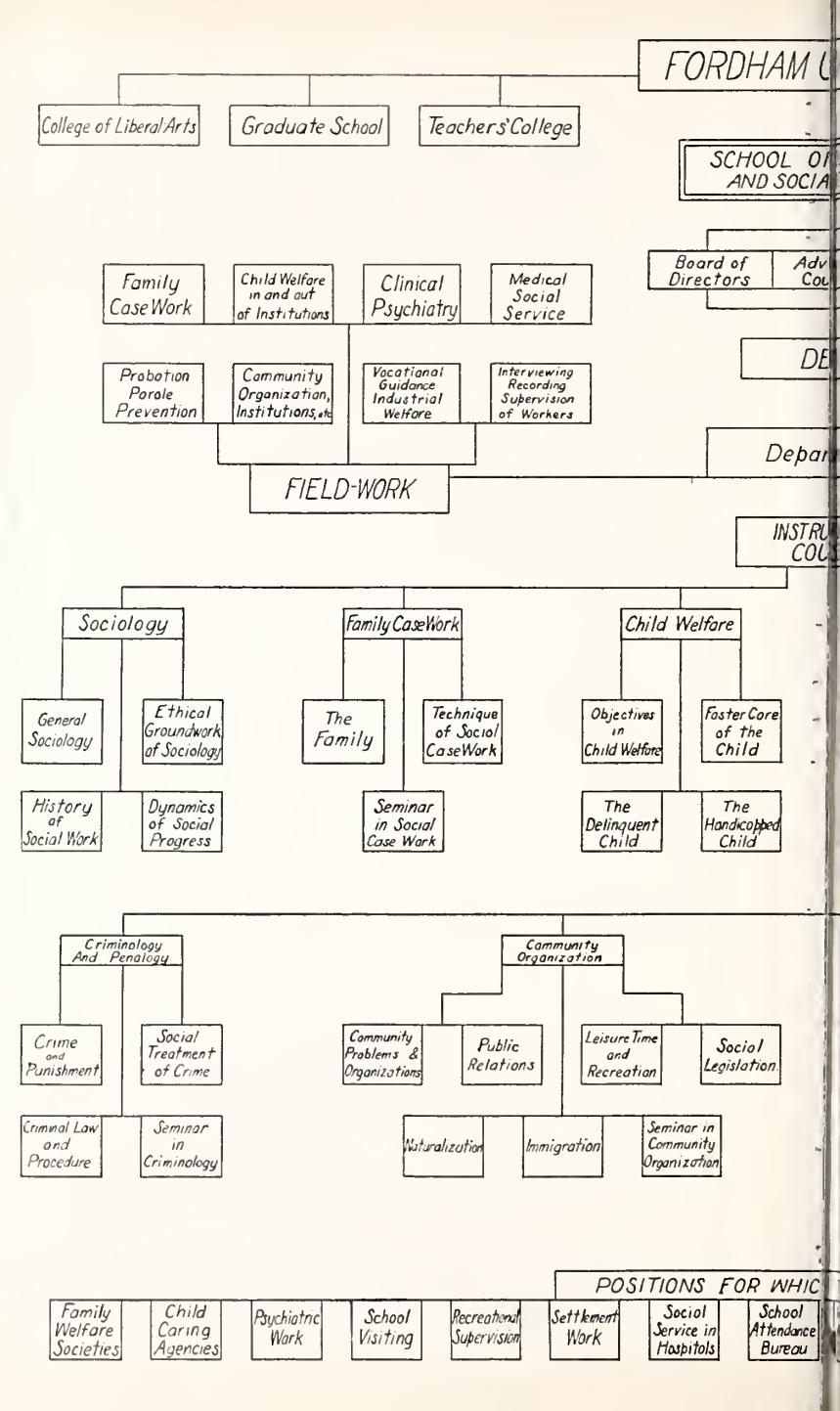
7. Candidates for graduate degrees in June must have their dissertation submitted by their Mentor to the Dean for the Board of Examiners not later than March 15. Candidates for degrees in the fall, not later than June 1.

Fees and Tuition

For diploma candidates:

A University Fee of $5.00, payable at the beginning of each semester, is required of all students. Tuition for the regular full-time day course is $150.00 per annum, payable semi-annually. Beginning 1934, an upward revision in tuition should be anticipated. Special students are charged $15.00 for each thirty-hour course, carrying two academic credits.

A charge of $5.00 will be made for each condition or deferred examination. For each duplicate record or transcript, $1.00. Late registration fee, $5.00. Diploma fee, $5.00.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Teachers' College
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Clinical Psychiatry
Medical Social Service
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Probation Parole Prevention
Community Organization, Institutions, etc
Vocational Guidance Industrial Welfare
Interviewing Recording Supervision of Workers
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FIELD-WORK
INSTRU
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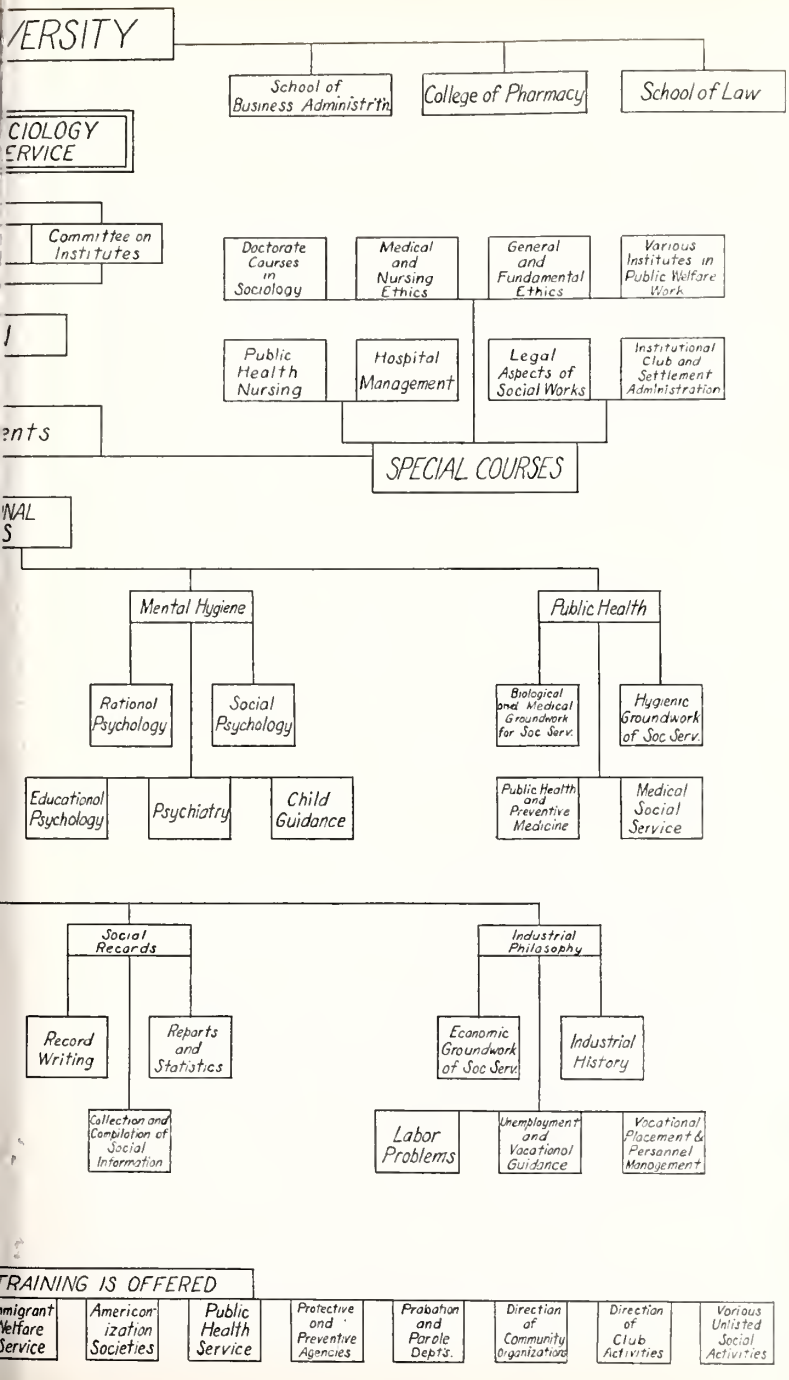
Sociology
Family Case Work
Child Welfare
General Sociology
Ethical Groundwork of Sociology
The Family
Technique of Social Case Work
Objectives in Child Welfare
Foster Care of the Child
History of Social Work
Dynamics of Social Progress
Seminar in Social Case Work
The Delinquent Child
The Handicapped Child
Criminology And Penology
Community Organization
Crime and Punishment
Social Treatment of Crime
Community Problems & Organizations
Public Relations
Leisure Time and Recreation
Social Legislation
Criminal Law and Procedure
Seminar in Criminology
Naturalization
Immigration
Seminar in Community Organization
POSITIONS FOR WHIC
Family Welfare Societies
Child Caring Agencies
Psychiatric Work
School Visiting
Recreational Supervision
Settlement Work
Social Service in Hospitals
School Attendance Bureau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Doctorate Courses in Sociology
Medical and Nursing Ethics
General and Fundamental Ethics
Various Institutes in Public Welfare Work
Public Health Nursing
Hospital Management
Legal Aspects of Social Works
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SPECIAL COURSES
NAL
S
Mental Hygiene
Public Health
Rational Psychology
Social Psychology
Biological and Medical Groundwork for Soc Serv.
Hygienic Groundwork of Soc Serv.
Educational Psychology
Psychiatry
Child Guidance
Public Health and Preventive Medicine
Medical Social Service
Social Records
Industrial Philosophy
Record Writing
Reports and Statistics
Economic Groundwork of Soc Serv.
Industrial History
Collection and Compilation of Social Information
Labor Problems
Unemployment and Vocational Guidance
Vocational Placement & Personnel Management
TRAINING IS OFFERED
migrant Welfare Service
American-ization Societies
Public Health Service
Protective and Preventive Agencies
Probation and Parole Depts.
Direction of Community Organizations
Direction of Club Activities
Various Unlisted Social Activities

For degree candidates—same as for diploma, plus:

(a)	Dissertation Seminar	$30.00
(b)	Fees for examinations:	
	Master's—comprehensive and reading of dissertation..	25.00
	Doctor's—comprehensive, reading of dissertation and final oral examination	50.00
	Each candidate on each occasion when he presents himself for a degree must pay the usual charges noted in our catalogue for such examinations. For example, a candidate, whose dissertation has been rejected, must, on the second presentation of his dessertation, pay the full examination fee a second time.	
	N.B.—This fee is collected when the series of examinations begin.	
(c)	Fee (required) for binding three copies of dissertation...	5.00
(d)	Diploma fee:	
	Master's	15.00
	Doctor's	25.00

All fees are payable in advance.

No fee paid or any portion thereof is returnable upon a student's withdrawal from the School. Where illness, physical disability or any extraordinary circumstances require a student to leave, he may file with the School a written statement of the causes of such withdrawal. Thereupon the School will take under consideration the equities of the case.

Scholarship

The "Margaret Cummings Haney Scholarship" was presented by John D. Haney, Ph.D., in memory of his wife. Up to her lamented demise, Mrs. Haney was a lecturer at the School, and had given twenty years of her life to arduous social service. The principles by which her work was guided are summed up in the following excerpt from one of her lectures: "We should investigate thoroughly and kindly without malice or adverse preconception, and then build eagerly for betterment. We should try to see widely, receiving suggestions from every available source, collate carefully, analyze closely, candidly, and above all, fairly, and then use every energy for constructive help."

EVENING COURSES

Purpose

Social workers, sincerely interested in their profession, are constantly looking for opportunities to enrich their personal service, increase their vocational efficiency or assure their professional advancement. They are aware that these worthy objectives can frequently be best attained by further studies at some school of social service. They have often felt that the courses, conferences and friendly contacts, available at such an institution, would not only supplement their previous training and every-day experience, but would give them fresh enthusiasm, a wider outlook, a deeper appreciation, surer touch and more intelligent approach to the many problem-situations, which crowd their daily duties.

To meet these legitimate desires and needs, Evening Courses have been instituted. Candidates may register for one or more of these courses, as occupations permit.

Program of Evening Courses

The evening courses offered may be classed into two divisions:

(1) Social Science Courses, such as Sociology, Individual and Social Psychology, Social Morality, Social History, etc. These courses are planned to give a comprehensive background of facts and principles essential to the proper understanding of social life, its problems and their adjustment.

(2) Professional Courses, outlining the principles and technique applicable to the more specialized departments of the social service field. Examples would be Social Case Work, Child Guidance, Mental Hygiene, Public Health Nursing, etc.

The subjects treated vary from year to year. Certain basic courses, however, are given almost yearly, while the others are so rotated that within a period of three or four years most of the subjects dealing with social service are included in the program.

Since this general schedule is arranged to meet the academic or professional needs of the prevailing majority of its prospective students, the School cannot be expected to introduce new courses or adjust its program to satisfy the particular demands of individuals or small groups.

Early in September and January, notices, listing the courses scheduled for the first and second semesters respectively, are prepared and will gladly be mailed on request.

Admission Requirements

Certain vocational or professional courses are limited to men and women already engaged in social service work. This restriction is necessitated by the technical nature of the subjects, since these presuppose a certain familiarity with the field.

All other courses are open to the above-mentioned group and also to such prospective students as can meet college entrance requirements.

Students seeking credits for college degrees are welcome to these latter classes. They will find it particularly advantageous to balance their academic program by the inclusion of the several social science courses.

Scope

The day is long since past when some experience, plus the taking of an isolated course or two, was considered a sufficient preparation for social service. Like medicine, law, teaching and other professions, modern social work demands prevocational and specialized professional training. Hence, evening courses are not intended to give and in themselves will never give adequate vocational training for the complex profession of social work. Such an aim, in our opinion, can be achieved only by a carefully integrated program of instructional courses, combined with extended field work, such as is given in our full-time Day Course.

Our evening curriculum proposes rather to *supplement* the workaday experience of professional social workers. It purposes to broaden their cultural and vocational background, offer them specialized training in particular branches of the work and afford them opportunities to become acquainted with the newer techniques and recent advances in their profession. Hundreds of social workers have found these stimulating classes a most effective means of promoting their professional usefulness and advancement.

Credits Granted

Academic credits are granted in the evening classes to duly qualified students on the successful completion of the several courses. If credits are to be presented to other departments of this or other universities, arrangements should be made with the proper authorities before registering for our courses. Students of evening classes are expected to maintain the same high grade of scholarship and attendance as in other departments of the University.

The diploma of the School is not awarded to students who complete only evening courses.

Examinations

Examinations will be held at the end of each semester. Sixty-five per cent. is the passing mark. Those who fail in any course will be allowed, upon petition, to take an examination for the removal of that condition.

Fees and Tuition

A University fee of $5.00, payable at the beginning of each semester, is required of all students.

Tuition for single courses of thirty hours each is $15.00. Full tuition and the University fee become due and payable at time of registration. A charge of $5.00 will be made for each condition or deferred examination. For each duplicate record or transcript, $1.00. Late registration fee, $5.00. No fee or any portion thereof is returnable upon a student's withdrawal from the School.

PUBLIC HEALTH NURSING

In order to train qualified nurses for this work, the School maintains the Department of Public Health Nursing. There are both day and evening classes, hence some nurses can take their courses without seriously interfering with their other work, and thus obtain the qualifications necessary for appointment as public health nurses.

Requirements

Entrance

(a) For a Certificate:

The *academic* requirements are a full high school course or its equivalent. *Professional* requirements demand that applicants be registered nurses, graduates of a school of nursing of recognized standards, and eligible for nurse membership in the National Organization for Public Health Nursing.

(b) For a Degree:

Before becoming an accepted candidate for a degree, students must have satisfied the matriculation requirements of Fordham University (see catalogue of Manhattan Division).

Course

A Certificate in Public Health Nursing will be awarded to qualified students satisfactorily completing the following units of instruction and field work, totaling 32 credit points:

Prescribed Units—(16 points)

Principles of Public Health Nursing	60	hours,	4	points
Public Health and Preventive Medicine	30	"	2	"
Sociology	30	"	2	"
Social Case Work	30	"	2	"
Mental Hygiene	30	"	2	"
Educational Psychology	30	"	2	"
Teaching Methods in Public Health Nursing	30	"	2	"

Electives—(8 points)

Objectives in Child Welfare, Social Psychology, Community Problems, Medical Social Service, and various others outlined under Description of Courses.

Field Work—(8 points)

This is given only in established community organizations which provide adequate personnel and supervision, and a sufficient volume and variety of service. Not less than four months or its equivalent is required.

(1) Public Health Nursing.—The experience in public health nursing includes promotion of health, prevention of illness, and care of the sick.

(2) Social Case Work.—This is practiced under the supervision of a trained social worker in connection with a well organized social agency.

Transcripts

Previous to a required personal interview with the Director of the Course, the applicant should have forwarded to the Director, a transcript of: (1) full high school record; (2) training school course; (3) all other point-bearing courses. With the above in hand, the Director will be able to plan, from the beginning, a program of study suited to the student's needs.

Part-time Students

Part-time students should plan to complete the prescribed course within a period of two or three years. However, students meeting entrance requirements may take one or more units of instruction per year, and such work will be accredited in whole or in part toward the requirements of the regular certificate, if the student returns to complete the other prescribed units at the School within a reasonable time.

Tuition, Fees and Expenses

University Fee, $5.00, payable at the beginning of each semester, is required of all students.

Tuition: per 30-hour unit of instruction, $15.00; per 60-hour unit, $30.00.

The fee for Field Work will be fixed on an equitable basis.

Students should be prepared for the expenditure of a small amount of money, probably $10.00, for the purchase of textbooks, mimeographed sheets, and other professional equipment. A charge of $5.00 will be made for each condition or deferred examination. For each duplicate record or transcript, $1.00. Late registration fee, $5.00.

INSTITUTES

Institutes are intensive courses offered in preparation of candidates for civic bureaus where social work is required. Men and women desirous of seriously preparing for civil service positions in various social fields, will be interested in these sixty-hour courses provided, from time to time, by the School. When the personal requirements for any particular position have been determined by the examining authorities, and in good time to assure adequate preparation, lectures and demonstrations are given by competent instructors on the fundamental, cultural and professional phases of the work in question.

College credits are not given for this work, since Institutes constitute special academic preparation for a particular purpose quite apart from the regular course and are, therefore, in nowise to be confused with the regular courses, nor giving any title to credit therein. Institutes cannot be considered as a substitute for regular professional training.

The tuition for Institutes varies according to the length of the course. The usual tuition fee for a sixty-hour Institute is $25.00.

SCOPE OF THE CURRICULUM

Sound social service takes man as he is, body and soul. It is based neither on Utopian or materialistic or deterministic philosophy. Sound social service takes into account the ever-guiding Providence of God, the everlasting destiny of man and his freedom of will. It seeks to secure his temporal and eternal happiness by removing present evils, and so influencing moral, social and economic forces as to prevent the recurrence of these evils. This two-fold aspect, remedial and preventive, finds adequate treatment in the curriculum of the School.

The individual who comes under the care of our social agencies cannot rightly be planned for in terms of one dimension, viz., himself; but his family and home conditions must be examined, the neighborhood environment must be scrutinized, and the agencies, both of relief and prevention, must be brought into play. This brings the student to the study of FAMILY CASE WORK, with its carefully determined technique of interviewing, investigation, diagnosis, and plan of treatment. To get the proper background the student needs a thorough understanding of the internal structure of the family and its

rightful precedence over and yet lawful subordination to the larger unit, the State.

So often are the difficulties arising in families due to ill health that it becomes necessary for the trained social worker to have accurate knowledge of prevalent diseases and the facilities of the community for their treatment. The Department of SOCIAL HEALTH also treats such topics as the development of preventive medicine, the principles of sanitation, the regulation of communicable diseases and the functions of public health agencies.

It is well recognized that industrial conditions have a great bearing on the welfare of the individual and the family. It is increasingly important for the trained social worker to have an adequate knowledge of INDUSTRIAL SOCIAL SERVICE, social insurance, workmen's compensation laws, and the work of public and private employment bureaus. Industrial conflicts arising at the present time can be read only in the light of the history of labor and current economic conditions, and with an understanding of the moral and economic principles underlying trade unions and employers' associations, strikes, wage agreements and arbitration. Moreover, immediate suitable employment is often desirable, both for the normal and the problem child. Instruction in VOCATIONAL GUIDANCE and placement visualizes this subject as well as the larger problems of the child's future industrial education.

The effects of ill health, unemployment or moral delinquencies, leading to a breakdown in the family life, are especially injurious to the children of the family. While the orphan and the waif always have elicited the deep sympathy of the Church and of well-minded people everywhere, the complexities of modern life, and progress in the science of child-care demand of the CHILD WELFARE worker of to-day training and skill of a high order, in addition to Christ-like kindness and sympathy. It is necessary to understand the nature of a child's body, the development of a child's mind and the upbuilding of a child's character, if one is to participate intelligently in child welfare work. The dependent child at home or under foster care, the child coming before the Juvenile Court, whether neglected or delinquent, and the child suffering from mental or physical handicap, demand carefully differentiated treatment. SOCIAL LEGISLATION governing child labor and public allowances to mothers must be studied in conjunction with modern standards and procedure for day nurseries, child-caring homes, child-placing agencies and children's courts.

The problems that confront both adults and children often arise from mental conditions. To attempt a reconstruction of the individual, however, without due regard for the findings of ETHICS and PSYCHOLOGY, would result in misplaced and often harmful efforts. Hence, a course in Psychology is afforded, in which the soul of man and its twin major powers, intellect and free will, are discussed, while in another course character and its various formative principles are analyzed. These courses indicate the correct psychological and ethical approach to an adjustment of character and supply a background to the important course of PSYCHIATRY, which investigates psychotic and neurotic conditions and the varieties of mental deficiency. A trained social worker should also be conversant with SOCIAL PSYCHOLOGY and its treatment of "group-units," "mob-mind," "group-consciousness," etc.

Conditions in the immediate neighborhood and in the community at large have much to do with right social order. The subject of COMMUNITY ORGANIZATION must, therefore, be placed before the student in such a way as to teach him the community resources, actual and potential, and the best methods of adapting them to civic betterment and progress. Leadership plays an important part in these departments of social service, both as a personal asset of the trained worker and as a program for the education of others.

Closely interwoven with many cases that call for readjustment is the question of crime. This may be either the cause or the outcome of unhealthy conditions. The Department of CRIMINOLOGY undertakes to consider the causes, treatment and prevention of crime. It also sets forth the true purposes of punishment, the history of prison work, the policies governing present-day parole and probation work, and the philosophy and practice of criminal law and procedure.

Adequate records are essential in every modern social agency, and much knowledge can be gained from an intelligent study of SOCIAL STATISTICS already compiled. Therefore, a course is provided to present scientific methods of record-keeping and research.

Thus, it can be seen, the curriculum is an organic unit centered about the individual, but finding its completion only in the manifold study of all those increasingly larger groups of which he is inevitably a part.

DESCRIPTION OF COURSES

DEPARTMENT OF SOCIOLOGY

BASIC COURSES

I. Advanced Sociology. (2 points.)

This course considers the fundamental processes that operate in group life and the resultant personalities, attitudes, values, institutions and problems. It studies the social effects of geographic, biologic, psychologic and cultural forces. It reviews the history, functions, problem-situations and adjustments of the family, play and occupational groups, urban and rural communities, racial, educational and religious groups. Social control with its problems and social progress in the light of Christian principles receive due consideration throughout.

Rev. Edward S. Pouthier, S.J.
Rev. Paul J. Faustmann.

II. Social Morality. (2 points.)

Social questions may not be solved independently of the moral law, the prescriptions of which restrict and command not only the individual, but also the corporate activities of rational creatures. Methods of adjustment and reconstruction, which lack the guidance of clear and definite moral principles, cannot but be detrimental to the interest of the community at large. The aim of this course is to recall briefly the fundamental postulates of Ethics and then to discuss in detail the moral problems pertinent to domestic and civil society. Amongst the subjects submitted for discussion will be found the integration, disintegration and reintegration of the family, co-operation, contracts, torts, property, education, taxes and customs, police protection, capital punishment and war.

Rev. J. Tracey Langan, S.J.

III. The History of Social Work. (2 points.)

A comprehensive survey of the development of welfare work, set in historic perspective. Detailed treatment is given of the more important social attitudes, programs, agencies and leaders of the following periods: (1) Ancient times before Constantine: the Hebrews, Eastern peoples, Greeks and Romans; (2) the first nine centuries of the Christian era, with special emphasis on such Church organizations as deaconries, parish poor relief, orphanages, hospitals, etc.; (3) from Charlemagne to the Reformation, the period when religious orders and the guilds dominated the field of social action; (4) the Protestant Revolution to the Industrial Age, when governments began dimly to recognize their social obligations and initiate tentative programs of social reform; (5) the modern period, with the rapid development of organized and professionalized welfare work, culminating in an ever-increasing amount of social legislation. The purpose of this course is to put the student in touch with the successes and shortcomings of social welfare work in the past so as to properly evaluate the experiments and programs of the present.

Rev. Edward S. Pouthier, S.J.

IV. Social Anthropology. (2 points.)

Scientific Research implies three distinct processes: field work, classification, analysis. The purpose of the present course is not to collect, but rather to codify and to interpret the sociological data of primitive history, archæology and ethnology. In order to effect a transition from the known to the unknown, it seems best to open the investigation with a study of the earliest civilizations of history. The culture of Sumeria, for instance, was neolithic. So likewise was the culture of the most recent of the archæological strata, which in turn is connected with the stone epochs and through them with primitive man. Under the captions of theogony, ritual, morals and customs, it is designed to present the salient social features of the varied culture cycles, with the intent of arranging them in chronological order. Amongst subjects to be discussed may be mentioned races and racial traits, primitive economics, hunting and agriculture, early art forms, development of organized society, fetishism, animism, mythology, totemism, magic, superstition, polytheism, dualism, monotheism, religion. The sources are the most primitive documents, traditions and folklore. Throughout, the mutually exclusive theories of cultural evolution and primitive degradation will be exhibited in sharp contrast.

REV. J. TRACEY LANGAN, S.J.

DEPARTMENT OF SOCIAL CASE WORK

The purpose of this department is to investigate the family which is the true unit of society and the source of all other groupings. Any inadequate functioning of the family necessitates adjustments, and to make such, training is needed both in the method and technique of handling family problems as well as in the philosophy of this fundamental unit so vital in proper social progress.

I. Introduction to Social Case Work. (2 points.)

Social case work, as a means of helping people in trouble, is analyzed into its basic processes. Present-day case work is discussed in its historical development from small communities and simple forms to congested cities with complex social resources.

REV. THOMAS L. BRENNOCK.

II. Method of Social Case Work. (2 points.)

This course presupposes either Course I or some acquaintance with case work processes, since it is a continuation of elementary applications of those processes to actual case work situations. The practical application of case work to families under care forms the material for this course. Discussion of records aims to acquaint the student with approved methods. The ethical aspects of case work practice are stressed.

REV. THOMAS L. BRENNOCK.

III. Administration and Techniques of Public Welfare. (2 points.)

After the history and development of the public welfare movement has been reviewed, the ideas underlying the changes from private to public welfare will be developed. The trends in public welfare legislation, illustrated largely by New York State legislation, will

then be considered. Finally, the special techniques required in the administration of this kind of work will receive due attention.

Miss Gladys Fisher.

IV. Field Work.

Supervised Case Work in a family agency is required of all full-time first year students.

DEPARTMENT OF CHILD WELFARE

In this department the courses are so planned that the student will gain an adequate knowledge of the child in itself, its psychology and its normal and abnormal needs. The so-called underprivileged child is studied together with the various agencies and methods which the social worker may employ to right untoward conditions, which are frequently the occasion of physical and moral harm.

I. Objectives in Child Welfare. (2 points.)

(a) *Nature and Nurture of the Child.* The influence of the family and other social groups on the development of child life, and the bearing of recreation, education and religious training are considered. In the light of these facts the history of child-caring work is reviewed.

(b) *The Child in Its Own Home.* Of recent years, many movements have been launched to safeguard and improve the home conditions, the recreation, the education, the health and the character of the underprivileged child in its own home. The trained worker must know and utilize the resources of the community in the way of day nurseries, mothers' allowances, milk stations, maternity clinics, compulsory education laws, continuation schools and vocational guidance.

Rev. Patrick A. O'Boyle.
Miss Harriet Townsend.

II. Foster Care of the Child. (2 points.)

(a) *The Child in Need of Foster Care.* Methods of admission and discharge used by children's institutions and agencies will be discussed. This will include the investigation of the work done by Clearing Bureaus.

(b) *The Care of Children in Institutions.* Cottage, small group and congregate plans will be studied together with problems of health care, school work and social training.

(c) *Child Placing in Families.* Selection and supervision of boarding and free homes. Policies of payment and record keeping. Regulations concerning surrenders and adoption.

Rev. Patrick A. O'Boyle.

III. The Delinquent Child. (2 points.)

In this course the student studies the problem and causes of Juvenile Delinquency and the methods adopted in dealing with such delinquents—the children's courts, probation, institutional care and parole. Consideration is also given to the preventive and corrective activities of the various children's societies, Big Brothers and Big Sisters, etc.

Mr. John T. Daly.

IV. Child Guidance, I-II. (4 points.)

This course deals mainly with the behavior and personality problems of children. The content divides itself roughly into four parts: (1) the personality of the child, with particular emphasis on the emotional factors which largely condition child behavior; (2) the social environment of the child: the community, school and family, especially the last, since the child gets its emotional attitudes mainly by its contacts with or reactions to its parents and members of immediate family; (3) the attitude with which the social worker should approach the problem child, and the techniques needed to deal adequately with the case; (4) the evaluation of psychological tests, verbal and non-verbal, and conditions affecting their results. Detailed social analyses of selected cases will be used throughout the course.

DR. MICHAEL P. LONERGAN.

V. Field Work.

The work, if elected, will be in the specialized field covered by Child Welfare agencies, and agencies for delinquent boys and girls. Time may be spent in actual investigation of foster homes. A selected number of second year students will be assigned to Guidance Clinics.

DEPARTMENT OF MENTAL HYGIENE

The purpose of this department is to acquaint the students with the outstanding facts and problems of human psychology in its normal and abnormal manifestations. By means of lectures, practical demonstrations at hospitals and the actual handling of cases that call for treatment, the students are given an appreciation of the wide scope of mental problems and are thus equipped to lend intelligent aid to the trained psychiatrist.

I. Social Psychology. (2 points.)

The subject of Social Psychology is of very wide importance in social work, for it entails the study of the interactions of individuals in their various group relations. The group itself calls for analysis, both the properly constituted group and the mob. Within groups, there are contacts of harmony and conflict, and so, too, between groups. Moreover, since every group consists of leader and led, there opens the question of group leadership and group control, and the wide phenomena of imitation and suggestibility.

REV. JOHN P. MCCAFFREY.

II. Psychiatric Social Work. (2 points.)

It is assumed that students taking this course are familiar with the processes of social case work. It is the purpose of the course to help the student integrate his psychiatric theory with his case work practice. Case studies illustrating the mental hygiene implications of social work treatment will be discussed. Treatment plans based on the intellectual, emotional, physical and social capacities of the individual will be formulated.

MISS RUTH K. LYNCH.

III. Mental Hygiene, I. (2 points.)

Historical background; the human being, an integrated organism; levels of child development, physical and mental; the home as a mental hygiene influence; the child and the school; the child and his free time (recreation, camp life, clubs, etc.); mental hygiene in religion; the importance of the early years in formation of habit; the preadolescent child; the adolescent child; emotions, intellect and will as factors in mental health; the significance of symptomatic behavior, such as day dreaming, "nervousness," inattention, lying, truancy, stealing, timidity, shyness, et al.; case materials will be used to illustrate. Here will be explained the workings of established child guidance clinics, their personnel organization, functions, methods of examination, etc., in order that the worker may know what problems he may safely attempt to solve for himself, and which ones he ought to turn over to child guidance clinics.

Dr. Frank J. O'Brien.

IV. Mental Hygiene, II. (2 points.)

Open only to those who have taken Mental Hygiene, I, or its equivalent. Case work materials are used exclusively. From time to time, students will be permitted to present some of their own case material. Discussion and interpretation of case materials are approached essentially from the dynamic or genetic technique. Course limited to a maximum of twenty-five students.

Frank J. O'Brien, M.D.

V. Psychiatry, I-II. (4 points.)

Present-day psychiatry is concerned essentially with all the adjustments and maladjustments of the individual to himself and his environment and sees in the personality make-up the final expression of the total integration of the individual into an organic unity. The descriptive psychiatry of Kraepelin and the dynamic interpretative psychiatry of Meyer, Freud, Jung and Adler, etc., are taken up during the first term. What modern dynamic psychology has to say regarding the instinctive reactions, the primary emotions, etc., and the relation of this native equipment to psychiatric fundamentals will be taken up briefly. The study of constitution from the view-point of genetic psychiatry is approached in four directions: (1) The anatomical, morphological or anthropological make-up; (2) the physiological or functional make-up, including the immunological and endocrine or glandular reactions; (3) the psychological or mental make-up; (4) the social make-up or the reactions of the individual in relation to organized society. In any of these four categories or panels, we may meet with deficiencies or imperfections that may seriously interfere with the individual's capacity for adaptation, or possibly result in conditions which we would classify as mental disorders. Since psychiatry is concerned with the development and organization of personality, and has made valuable contributions on this topic, the definition of personality, its content in terms of the cognitive, affective and conative elements, as well as the different personality types, will be considered at this juncture. During the first term the grosser deviations in personality adjustment demanding institutional care will be considered. These consist mostly of cases of the organic reaction type and offer an easy approach to the more complex responses met with in the

biogenetic reactions. A brief summary of the case history will accompany the presentation as well as an explanation of the biological and psychological mechanisms involved. In the second part of the course the student, already conversant with the personal and family histories, will study life situations and reactions and formulate interpretations which can be utilized to understand and modify the adaptation of the individual. The following will be discussed during the second term: (1) Theories as to the causation of the biogenetic reaction types with special emphasis on the psychobiological view-points of Adolph Meyer, who regards abnormal behavior and mental illness as the gradual accumulative results of unhealthy reactions of the individual to the demands of his environment. (2) The psychoanalytical concepts of the unconscious, the libido, repression, determinism and regression. The function of the Id, the ego, the super-ego, and ego-ideal. (3) The rationale of psychotherapy, occupational therapy, hydrotherapy and physiotherapy. Preventive and constructive aspects with special reference to borderline mental responses in terms of delinquency, neuroticism, psychopathy and emotional immaturity.

DR. MICHAEL P. LONERGAN.

VI. Seminar in Psychiatry.

During these periods case-discussions will be held, and analysis will be made of work done by the students. The course will further be so adapted that students majoring in mental hygiene will familiarize themselves with the technique of personal examinations and regional surveys. Only exceptional students are admitted.

DR. MICHAEL P. LONERGAN.

VII. Field Work.

The mental clinic, under the auspices of Catholic Charities, Archdiocese of New York, is thoroughly equipped for the examination and study of mental cases. Similar facilities for field work of selected students are likewise available through the co-operation of the St. Charles' Mental Clinic of the Diocese of Brooklyn and the Social Service Department of the New York Neurological Hospital.

DEPARTMENT OF PUBLIC AND SOCIAL HEALTH

The aim of this department is to supply the student with a competent and sufficient knowledge of the essential facts pertaining to disease prevention, health conservation, and public health in general. The various courses offered should be of particular interest and utility to nurses entering the public health field, to social workers whose work brings them into close contact with the medical profession and who are in need of a working knowledge of modern preventive medicine, to students of biology and biometrics, and to parents and school people. The courses are of a combined lecture and laboratory type, theory being in every way possible re-enforced by such experiences as can be gathered through hospitals, clinics, health centers and the like.

I. Biology for Social Workers. (2 points.)

This course covers the biological basis of human nature, especially in its social aspects. Lectures accompanied by demonstration by means of lantern slides are given on the following topics: The essential principles of the development of the individual, including physical, mental and personal characteristics; the relative importance of heredity and environment; the biological basis of marriage and the family; race mixture and its consequences; the problem of eugenics and its limitations; an exposition of current biological fallacies in relation to human affairs.

Dr. Alexander Fraser.

II. Hygiene for Social Workers. (2 points.)

Lectures with demonstrations on the essential nature of disease in general; simple classification of diseases. Special attention is given to the early detection and means of prevention of cancer, tuberculosis, the acute infections and the common "deficiency" diseases. The problem of relative health and its means of preservation.

Dr. Thomas W. Carey.

III. Public Health and Preventive Medicine. (2 points.)

Because health and disease play so important a rôle in the many problems encountered by social service workers, a knowledge of the principles underlying public health and hygiene is indispensable for students of sociology and social service. In this course the pupil studies the various factors which give rise to disease, the ways in which communicable diseases are spread, and how such diseases can be controlled. The rôle of food, water supply, and disposal of excreta in the spread of disease are studied; diet and nutrition are clearly presented, and a sound foundation is laid for a proper understanding of the results of a faulty diet. Special attention is devoted to the hygiene of infancy and childhood, and to a discussion of the modern program for the reduction of infant mortality and maternal mortality. The methods of collecting and analyzing vital statistics are studied, to the end that the significance of death rates, infant mortality rates, etc., will be clearly understood.

The development of public health work is presented historically and the organization and functions of the modern department of health are studied in detail, special emphasis being placed on the rôle of public health nursing.

Dr. Charles F. Bolduan.

IV. Medical Social Service. (2 points.)

This course will prepare the student to work in conjunction with hospitals and medical institutions in the investigation of home conditions of patients and their relatives, and in the following up of cases which, though dismissed, require an amount of helpful attention. Practical case-work will be taken in hospitals specially selected.

Mrs. Elsa Butler Grove.
Miss Elizabeth Cosgrove.

V. Principles of Public Health Nursing, I-II. (4 points.)

This basic course is intended for active and prospective public health nurses. It deals with the history, principles and practices of

this field. It considers these as they apply to the rendering of service to the individual, the family and the community through public or private organizations. It includes a discussion of outstanding public health nursing problems; the trends and developments in new and special fields; and the laws, ordinances and board of health regulations relating to the practice of public health nursing. Demonstrations, field trips, class reports are essential to this course. The two-hour period is divided into one forum and one didactic hour.

MISS ANN DOYLE.

VI. Public Health Nursing, III-IV. (4 points.)

This survey course covers the essential factors in the basic course in principles, policies and practices of public health nursing. It is organized to meet the particular needs of directors, instructors and supervisors in hospital schools of nursing, on the assumption (1) that the social, preventive and teaching elements of nursing should be taught in all good nursing schools, and (2) that they may intelligently guide students who select public health nursing or out-patient department administration as electives. Special emphasis is placed on the similarities and differences between hospital care and home care, stressing the social and educational aspects of both fields. Demonstrations, field trips and reports are essential to the course. The two-hour period is divided into one forum and one didactic hour.

(Not given 1933-34.) MISS ANN DOYLE.

VII. Teaching Methods in Public Health Nursing. (2 points.)

This course considers the various teaching situations in public health nursing; analyzes these situations and offers the best teaching methods applicable to them. The discussion and practice covers the selection of teaching materials, preparation of plans and programs, and the adaptation of these to the varying educational and social backgrounds of individuals. Opportunity is given to prepare and deliver short talks to groups.

(For qualified candidates.) MISS ANN DOYLE.

VIII. Field Work.

Field work in this department, medical social work excepted, is restricted to students working for a Certificate in Public Health Nursing.

DEPARTMENT OF CRIMINOLOGY AND PENOLOGY

The purpose of this Department is to acquaint students with a knowledge of the intricate and involved problems that face society in its attempt to deal with crime and the criminal. It treats generally of the causes, treatment and prevention of crime, by an analysis of the influences and forces which contribute to delinquency and crime. The responsibility of society for crime, the various schools and theories of criminologists, types of criminals, our law enforcement

agencies, criminal law and procedure, the machinery of justice and the particular problem of the juvenile offender are carefully examined.

An historical review of the evolution of penology is then considered, together with an intensive and critical study of our various penal institutions, parole, probation and the prevention of crime, in the light of modern criminological theories and practices. Throughout the course, authoritative crime studies and crime commission reports are evaluated.

I. Crime and Punishment. (2 points.)

This course undertakes a general survey of crime conditions in the United States, the extent of crime, an historical analysis of the theories of various schools of criminology, the individualization of treatment, the nature of the criminal, law enforcement agencies, methods of detection, apprehension and identification of criminals, the evolution of penal law and criminal procedure, the juvenile delinquent and the juvenile court. The gradual changes in social thought concerning the aims of punishment and causes of crime are discussed in detail. Case studies in the field of delinquency and crime are critically analyzed with the student body.

Mr. William J. Harper.

II. Social Treatment of Crime. (2 points.)

A study of penology and correctional processes on an historical basis is attempted in this course, together with an evaluation of their social effectiveness and the laws governing them. Jails, prisons and reformatories are examined with particular emphasis devoted to problems of function, organization and discipline, together with recent administrative developments. The contributions of psychiatry, psychology and sociology are also presented.

The principles and methods of probation and parole are given intensive study. The history, growth, methods of investigation, social case treatment and standards of work in both of these agencies are reviewed, plus an analysis of the various types of case problems.

The course concludes with a consideration of crime prevention as a social and community problem. The family, church, school, recreation, industry and other social forces, as well as individual responsibility, are considered in relation to the cause and prevention of crime. The work of other social agencies is discussed in the light of a program looking toward the reduction of crime.

Mr. William J. Harper.

III. Seminar: Treatment of Offenders. (2 points.)

Those who desire to major in Criminology and Penology will be required to do research work in assigned subjects. This work will consist principally of intensive surveys and studies. Round table discussions of actual cases will be carried on concurrently.

Mr. James S. Owens.

IV. Field Work.

Assignments to field work integrated with courses in this department will be made by the Director of Field Work after the Electives have been determined.

DEPARTMENT OF COMMUNITY ORGANIZATION

Social Service looks not only to the ills of society which already exist, but it endeavors to prevent such ills from occurring again and to offset others which may be threatening the social body. Herein, the Department of Community Organization finds its scope, indicating methods of community control of the environment through the various agencies that have proved their worth, and pushing investigation further to solve outstanding problems.

I. Community Problems and Organization. (2 points.)

This course deals with the various phases of community work, its development, organization and administration. Plans are studied which have already been adopted for the solution of problems that arise in unhealthy environment, such as the settlement house, recreation centers, clubs for boys and girls, etc. Further investigations are made of the manner of conducting surveys as to health and housing, and of the housing problem of unattached strangers as well as the methods used in solving them.

REV. EDWARD R. MOORE.

II. Public Relations in Social Work. (2 points.)

This course is a continuation of and supplementary to Community Problems. It deals with the organization of community support for Social Service. More particularly, the various methods of securing financial support will be considered, including a study of the community chest movement. Publicity methods and the mobilization of community resources will be studied both from the standpoint of intensive campaigns and "all-year-round" publicity. The co-ordination of social agencies to avoid duplication of effort will also be included.

MR. GEORGE L. WARREN.

III. Leisure Time Activities. (2 points.)

The philosophy of play, theories of play, educational values and importance of play and recreation to the child, youth and adult, form part of the subject of this course. Various types of playground and community center organizations are studied. The work of the public and the private recreation systems in New York City are examined. Commercialized amusement is compared with recreation in playgrounds, parks, school buildings, community centers, settlements. The moving picture and public dance hall are contrasted with school moving pictures and community center dances. Industrial recreation, state recreation, camps, public libraries, development of the theatre, are all discussed in relation to social service work. Consideration is given to the effect on civilizations of various types of recreation; Roman amusement is compared with Grecian athletic games. In connection with this course, organized visits to the recreational facilities under the Board of Education and the Department of Parks will be required.

MR. JAMES V. MULHOLLAND.

IV. Naturalization. (1 point.)

The courses in Naturalization and Immigration are supplementary. The general routine of naturalization, the possibility of expediting action, the effect of the man's citizenship status upon his family. Cable Act, legalization of entry, losing or regaining citizenship and special proceedings will be discussed. The course aims to give in the framework of actual cases all the technical knowledge of the making and administering of the naturalization laws. Thus the abstract rules will be evaluated in their relation to problems of employment, workman's compensation, widow's pension, confronting social workers every day. This study will offer new remedies to difficult situations apparently beyond solution.

MISS IRENE SLACHTA.

V. Immigration. (1 point.)

Immigration presupposes the knowledge of naturalization. In a brief survey of the history of immigration regulations the student will be shown the endeavor of the government to safeguard the good of the country with the greatest possible consideration for the rights of the people. The 1917, 1921, 1924 Acts, and the Deportation Act of 1929 and the amendments of 1932 will be discussed from the point of view of the individual family and community at large. The course will try to awaken a sympathetic attitude towards the foreigner, an interest in immigration laws and an obligation to influence Congress for a more humanized legislation. Practical problems arising in separated families, cases of deportation, exclusion, illegal entry and bonding will be solved by means of the combined application of the immigration and naturalization laws. The study will stress the importance of familiarity with the immigration and naturalization laws which is necessary for a more efficient case work.

MISS IRENE SLACHTA.

VI. Field Work.

Under the Director of Field Work.

DEPARTMENT OF SOCIAL LEGISLATION

I. Social Legislation. (2 points.)

In this course, the proper sphere of State control over social activities and, as a consequence, the limitations of social legislation will be indicated. A digest of State and Federal laws concerning women, children, industrial employees, and public institutions constitutes the greater part of the subject-matter. Special attention will be given to legislative measures pending. An accurate, but non-technical, interpretation of problems confronted in the preparation and administration of the growing mass of social legislation will conclude the discussion.

MR. GEORGE L. WARREN.

II. The Social Worker and Law. (2 points.)

This course presents a study of the laws which govern the creation and functioning of social agencies—and a practical consideration

of the laws which affect the social worker's contact with the client and the solution of the social problems that arise. It will include throughout a simple presentation of those elementary notions of law, which will help social workers to understand more clearly the legal phases of problems with which they are called upon to deal.

MR. STEPHEN S. JACKSON.

III. Legal Aspects of Social Work. (2 points.)

This course aims at acquainting the social worker with sufficient of the fundamentals of law and procedure the better to recognize and understand legal problems common to social work, with a view to seeking their solutions from resources best fitted to deal with them. Some of the topics treated are: Nature and origin of law; fundamental common aims of law and social work; an outline of the judicial structure; elements of substantive and procedural law, civil and criminal; certain types of legal cases common to social case work; legal and social evidence; legal and social investigations; legal aid agencies; certain courts and quasi-judicial administrative bodies important to the social case worker.

HON. W. BRUCE COBB.

DEPARTMENT OF ECONOMICS

This department is designed to equip the student with a knowledge of the intricate problems of the highly industrialized organization of our modern community life. Unemployment of the family wage earner is often the cause of crime and of neglected, dependent and delinquent children. The maladjustment of the wage earner, and the consequent inability properly to support his family, is often due to lack of vocational guidance and placement in his youth or to the hasty selection of unsuitable employment.

I. Economics for Social Workers. (2 points.)

Economic crises serve to bring home the salutary lesson that material prosperity and social reconstruction based on merely material betterment are akin to human bodies uninspired by the vital spark. Human beings in illness or health, in prosperity or adversity, are not to be rated as serfs of the exalted or as the unconscious playthings of conscienceless forces. Life, liberty and the pursuit of genuine happiness are prerogatives of the race. Two great Popes, Leo XIII. and Pius XI., realized all of this and promulgated thought-arresting encyclicals on the relations that should by right exist between the children of the primal father and the primal mother of all the living. Wherefore, it is purposed in the present course to analyze the teachings of these two humane and spiritual leaders in order to evaluate the same and their economic background. The subjects treated comprehend the genesis of the social problem, the function of the family, the nature and extent of private property, capital in itself and in relation to labor, industrial strife, charity, the legal, distributive and servile state.

REV. J. TRACEY LANGAN, S.J.

II. Unemployment. (2 points.)

Unemployment; its causes, effects and suggested remedies. History and methods of public employment bureaus in the United States, Canada and Europe. Methods of handling adult cases referred by social service agencies.

(Instructor to be announced.)

III. Economic Basis of Public Welfare. (2 points.)

The course aims at a study of the economic basis of tax-supported social welfare. By way of approach, a brief history of the growth of public relief and other forms of public social work will be sketched. The theory and practice of taxation will receive due attention, as will budgets and budget-making. Without social planning, much that is of value in the social process is likely to be lost; therefore, the future development of social welfare in the light of probable social legislation will be considered. The co-ordination of programs of social agencies will receive due attention, particularly in connection with the development of administrative procedures.

Mr. Spencer Miller, Jr.,
and others.

DEPARTMENT OF SOCIAL RECORDS

This department aims to meet the rightfully exacting requirements of modern social agencies by training the students in the framing of reports. Moreover, it provides principles for the correct understanding and interpretation of statistical data.

I. Record Writing. (2 points.)

This course deals with one of the most vital factors in efficient social service. Cases must be reported correctly, succinctly and yet adequately, and records must be made and filed that correct judgments may be made. The forms and systems used in various types of social agencies will be studied and constructively criticized.

Miss Marguerite T. Boylan.

II. Records and Reports. (2 points.)

Books, loose-leaf devices, cards, visible indexes; their uses separately and in combination; limitations; cost in relation to needs. Standard forms. Correspondence. Filing systems—similarities and differences—advantages and disadvantages; cross indexing; filing devices; cost in relation to use.

The designing of record forms as to arrangements of matter, spacing, accessibility to information, clearness, transcription, tabulation, economy of material, filing; elimination of superfluous clerical work. The necessary correspondence of related records. Checks for controlling the movement of large masses of records. Registration, numbering, listing and invoicing—when and how of advantage.

Study and criticism of current record forms. Aims and purposes as shown by required reports. Current records and reports as an

instrument of supervisory control and a measurement of efficiency of individual workers. Limitation. Routine records and reports as a means of providing data for periodic reports. Systematic routine reporting as opposed to the casual.

(Not given 1933-34.) MISS MARGUERITE BOYLAN.

III. Social Research. (2 points.)

This course will emphasize especially the interpretation of current social statistics. The class will follow, week by week, certain important series like the volume of employment, the index of general business, and local and general expenditures on relief. These will be used to illustrate the interpretation of current statistics in relation to the problem they are supposed to measure, the building of such series, the use of statistics in planning action, and certain basic statistical concepts, such as weighting, statistical units, the lag, etc. The emphasis throughout will be on the logic of interpreting social change through research and very little upon the purely mathematical tools of statistical procedure.

MISS MARGARET H. HOGG.
MISS EDNA LONIGAN.

SCHOOL CALENDAR

1933

Sept. 18....Registration begins.

Sept. 25....School Year begins.

Sept. 28....Late registration effective.

Oct. 12....Columbus Day.

Nov. 1....All Saints' Day.

Nov. 7....Election Day.

Nov. 29....Thanksgiving Recess begins after class.

Dec. 4....Classes resume.

Dec. 8....Immaculate Conception.

Dec. 22....Christmas Holidays begin after class.

1934

Jan. 2....Classes resume.

Jan. 15....Term Examinations begin.

Jan. 22....Second Term begins.

Feb. 1....Late registration effective.

Feb. 12....Lincoln's Birthday.

Feb. 22....Washington's Birthday.

Mar. 26....Easter Holidays begin.

Apr. 9....Classes resume.

May 10....Ascension Day.

May 21....Final Examinations begin.

June 13....Commencement.

1933

JULY

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AUGUST

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OCTOBER

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DECEMBER

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1934

JANUARY

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FEBRUARY

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MARCH

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APRIL

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MAY

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JUNE

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PART VII

CATALOGUE
SUMMER SESSION

FORDHAM UNIVERSITY

ANNOUNCEMENT

Graduate School

Teachers College

Catholic Summer School

SUMMER SESSION
1933

THE FORDHAM UNIVERSITY PRESS
233 BROADWAY NEW YORK, N. Y.
SUMMER 1933

TABLE OF CONTENTS

FACULTY PAGE

Officers of Administration 6
Officers of Instruction 7

SUMMER SESSION

Introduction 9
Registration 9
Fees and Expenses 10
Lunch 11
Examinations and Records 12
Religious Facilities 12
Housing Facilities 12
Book Exhibit 12

GRADUATE SCHOOL

Purpose 13
Admission and Registration 13
Dates for Conferring Degrees 14
General Requirements for all Graduate Degrees 14
General Requirements for Master's Degree 15
General Requirements for the Degree of Doctor of Philosophy 16

TEACHERS COLLEGE

General Statement 17
Entrance Requirements 17
Classification of Students 17
Advanced Standing 18
Requirements for B.S. 18
Requirements for B.S. in Education 19

COURSES OF INSTRUCTION

Art 20
Biology 22
Chemistry 24
Economics 27
Education 27
English 34
French 40
German 43
Government 44
Greek 44
History 45

COURSES OF INSTRUCTION *(Continued)*

Italian 48
Latin 48
Mathematics 49
Philosophy 50
Physics 54
Physiology 56
Political Philosophy 56
Religion 62
Science 63
Sociology 64
Spanish 64

CATHOLIC SUMMER SCHOOL OF AMERICA

Faculty 66
Registration 66
Advance Registration 66
Residence 66
Lodging, Meals, Tuition 67
Courses 67

ACADEMIC CALENDAR

N.B.—Regular classes will be held on Saturdays, July 8, 15, 22, 29.

June 26.....Registration for Undergraduate students.
June 26 to July 5. 9 A.M. to 5 P.M.

June 30.....Registration for Graduate Students.
June 30 to July 5. 9 A.M. to 5 P.M.

July 4.....Holiday. No registration.

July 5.....After July 5 a late registration fee of $5.00 will be charged.

July 6.....Classes begin for Summer Session.

July 7.....Last day for late registration. No change in courses allowed after this date.

July 8, 15, 22, 29..Saturdays of July. Regular classes.

Aug. 10–11.....Final examinations for Summer Session.

OFFICERS OF ADMINISTRATION

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PRESIDENT OF THE UNIVERSITY

REV. LAWRENCE A. WALSH, S.J.
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DEAN, TEACHERS COLLEGE

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BURSAR

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REGISTRAR, GRADUATE SCHOOL

JOHN J. O'CONNOR, M.A.
REGISTRAR, TEACHERS COLLEGE

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LIBRARIAN OF THE UNIVERSITY

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Francis Pristera, Ph.D., Litt.D. . . . . *Latin*
Francis S. Quinlan, Ph.D. . . . . *Chemistry*
John Reber, M.A., Litt.D. . . . . *English*
John Redden, M.A. . . . . *Education*
Alfred Remy, M.A. . . . . *German*
Arthur F. J. Remy, Ph.D. . . . . *English, History*
Robert T. Rock, Jr., Ph.D. . . . . *Education*
Rev. Edwin D. Sanders, S.J. . . . . *Religion*
John H. Schieswohl, Ph.D. . . . . *English*
John Schuler, Ph.D. . . . . *History*
Joachim Scoppa, M.A. . . . . *Education*
Joseph R. Sherlock, A.B. . . . . *Philosophy*
Carl P. Sherwin, M.D., D.Sc., Ph.D. . . . . *Chemistry*
William T. Shields, B.Sc. . . . . *Mathematics*
Rev. Frederick Sohon, S.J. . . . . *Mathematics*
Jacob Stekol, M.S. . . . . *Chemistry*
Rev. Walter G. Summers, S.J. . . . . *Philosophy*
Alfred A. Tausk, M.A. . . . . *German*
James E. Tobin, M.A. . . . . *English*
Rev. John J. Toohey, S.J. . . . . *Philosophy*
Rev. Gerald G. Walsh, S.J. . . . . *History*
Max S. Wilkes, M.A. . . . . *Art*
Samuel Withers, M.A. . . . . *Mathematics*
Leo K. Yanowski, Ph.D. . . . . *Chemistry*
Rev. Demetrius B. Zema, S.J. . . . . *History*

Fordham University — Summer Session, 1933

INTRODUCTION:

Fordham University, conducted by the Fathers of the Society of Jesus and their associates, will open its sixteenth Summer Session on Thursday, July 6, and courses will be conducted for men and women in the subjects hereafter specified.

Each course will consist of thirty class hours or their equivalent of sixty hours in laboratory work. Written examinations will be held at the close of the session.

The courses are designed for the following classes:

1. Candidates for the baccalaureate degree who desire to shorten the period of residence or to make up deficiencies.
2. Teachers in elementary or secondary schools wishing courses in some special branches.
3. Candidates for higher degrees.

REGISTRATION:

All courses of the Summer School are conducted on the Campus of the University, situated at Fordham Road and Third Avenue.

Registrations for Summer Session should be completed by July 5. Classes start July 6. Positively no changes in classes will be accepted after July 7.

Students in all departments except Biology, Chemistry and Physics are limited to six (6) points of course work during the Summer Session.

Students will not be admitted to classes without presenting an admission card stamped by the Bursar to the Professor of each class.

New Students.—To avoid delay at registration time, new students are urged to have their credentials in the Registrar's office several weeks before registration begins. New students for Teachers College should have certified to the Registrar an official record of High School work, as well as an official transcript of any *post-high school* work.

New Students for the Graduate School should have forwarded to the Registrar an official transcript of work completed for their Bachelor's degree, as well as any post-graduate work they may have completed. On request, the Registrar will furnish the necessary blanks.

Each student while actually taking courses or while working on the formal composition of the dissertation must be registered each semester. Graduate students while working *in absentia* on their dissertations must be registered.

A student is presumed to be working on the formal composition of the dissertation when all previous requirements have been satisfied.

FEES AND EXPENSES:

Rules of the University prescribe that registration, tuition and laboratory fees are payable before attendance at any lecture or laboratory period, unless other arrangements have been made with the Bursar.

All fees are subject to change at the discretion of the Trustees of the University.

No consideration will be given to applications for refunds unless the student has given notice to the Registrar (either of Teachers College or of the Graduate School) of withdrawal from a course. No fee paid or any portion thereof is returnable upon a student's withdrawal from the University. Where illness, physical disability, or any extraordinary circumstances require a student to leave, he may file with the Bursar a written statement of the causes of such withdrawal, accompanied by a statement from the registrar giving the date of withdrawal. The "date of withdrawal" is the date on which the student has actually notified the Registrar. Thereupon, the University will take under consideration the equities of the case; but in no event will any registration fee be returned. There will be no refund for withdrawals after the third week.

To cover expenses while at Summer School, students are urged to provide themselves with money orders, bank drafts on New York or Travelers' Cheques. For the convenience of students, the Bursar's office will cash or accept in payment of tuition or other University fees, bank drafts on New York or Travelers' Cheques.

The Fees:

1. Graduate School:

(a) University fee (for all students), payable at each registration ..... $ 5.00

N.B.—Graduate students, working *in absentia on* their dissertation, must be registered for each session (Fall, Spring and Summer) from the completion of their last course in residence to the acceptance of their dissertation.

(b) Late registration fee as noted in calendar..... 5.00

(c) Tuition per 30-hour (*i.e.*, 2-point course) 15.00

N.B.—For students whose graduate work was begun before September 1, 1931.

(d) Tuition:

Master's degree (30 points)	250.00
Doctor's degree (30 points)	250.00
Master or Doctor's degree in Biology, Chemistry or Physics	300.00

N.B.—(1) Effective for all students who began their candidacy for a graduate degree after September 1, 1931. The sum of $250 or $300 is payable in installments, depending upon the number of points taken at each registration.

(2) Tuition for courses required over and above the minimum of 30 points will be $7.50 per point.

(d) Fees for examinations:

Master's—comprehensive and reading of dissertation 25.00

Doctor's—Comprehensive, reading of dissertation and final oral examination 50.00

Each candidate on each occasion when he presents himself for a degree must pay the usual charges noted in our catalogue for such examinations. For example, a candidate, whose dissertation has been rejected, must, on the second presentation of his dissertation, pay the full examination fee a second time.

N.B.—This fee is collected when the series of examinations begin.

(e) Fee (required) for binding three copies of dissertation 5.00

(f) Diploma fee:

Master's 15.00
Doctor's 25.00

(g) Special fees for certain Science and Art courses are stated under each department.

2. Teachers College:

(a) University fee (for all students), payable at each registration 5.00

(b) Late registration fee as noted in calendar 5.00

(c) Tuition, per point 7.50

(d) Diploma fee 15.00

(e) Special fees for certain Science and Art courses are stated under each department.

3. Non-matriculated Students:

(a) University fee, payable at each registration..... 5.00

(b) Tuition, per point 7.50

LUNCH:

Lunch will be served for Religious Brothers and Sisters daily at cost price in the Main Refectory at 12.00 m. Tickets for individual meals or for series will be obtained from the Treasurer's office.

There is a cafeteria on grounds for lay people and Religious who wish to use it.

EXAMINATIONS AND RECORDS:

At the end of the session, examinations will be held in each of the courses. Records of these examinations will be sent to the students by mail. One record of work done will be sent to each student. Each duplicate of this record will cost one dollar.

Passing mark, 65%.

RELIGIOUS FACILITIES:

Each Friday afternoon there will be a conference and Benediction of the Most Blessed Sacrament in the College Church.

Mass will be said daily in the College Church at 6.30, 7 and 7.30.

HOUSING FACILITIES:

For information concerning housing facilities, address:

Catholic Room Registry
League of Catholic Women
149 East 45th Street
New York City
(Telephone, ELdorado 5-3223)

Miss Lucy A. Kennelly
Executive Secretary

Ladies who have arranged with Catholic Room Registry for their residence during the Summer, will, if desired, be met at the train and directed to their destination if they will notify the Registry as to the time and place of their arrival.

BOOK EXHIBIT:

One of the features of the Summer Session is the annual Book Exhibit. Forty publishers display some eight thousand books, maps, charts, tests and other text matter for use in the classroom, as well as books on all topics for reference work by teachers and graduate students. No admission is charged, and representatives of the various publishers are on hand to assist students in the selection of reading material. The Book Exhibit is held in the Exhibit Hall, on the first floor of Jouin Hall, each week-day except Saturday, from 8.30 a.m. to 4 p.m.

GRADUATE SCHOOL

VERY REV. ALOYSIUS J. HOGAN, S.J., Ph.D. . *President*
REV. LAWRENCE A. WALSH, S.J. . . . . *Dean*
JOHN J. PROPST, A.B. . . . . *Registrar*

INTRODUCTION AND PURPOSE

In the Graduate School, students who have received the Bachelor's degree from any approved college, seminary or scientific school may follow advanced courses of study leading to the degree of Master of Arts or Science (M.A., M.S.). Students who have received the degree of Master of Arts or Science from any approved college or university may follow advanced courses of study leading to the degree of Doctor of Philosophy or Science (Ph.D. or D.Sc.).

The lectures in the various branches of philosophy, history, literature and science should appeal especially to young priests, lawyers, doctors, journalists and educators who find time to pursue higher studies along the lines of their previous college work. The courses in the Department of Education are intended for those desirous of obtaining credits for licenses or promotion and also for graduates specializing in pedagogy.

ADMISSION AND REGISTRATION

Students seeking admission to the Graduate School should present from the institution at which their undergraduate work was completed a recommendation which will allow the Committee on Admissions to consider the applicant as capable of pursuing higher studies with profit to himself and with honor to the University.

All members of religious communities must, in addition to the above, bring an official statement showing that their religious superiors have recommended them for study in a particular Department of the Graduate School.

Admission to the Graduate School does not necessarily imply candidacy for a degree, but does imply that the student possesses the ability to pursue with profit the work he undertakes.

Applicants for graduate degrees should have forwarded to the Registrar, from the institution at which they completed their undergraduate work, a transcript of the Bachelor's record, and, if they are applicants for the degree of Ph.D., a transcript of the work done for the M.A. All records and credentials become the property of the University. This requirement should be satisfied before the expiration of the first month of the first semester of work within the University. Until such records have been authenticated to the satisfaction of the Registrar and formally accepted by him, the student remains only provisionally matriculated.

Under no circumstance will any student be allowed to pursue his work in any department beyond the expiration of the first semester on the basis of provisional matriculation, nor will any credits obtained while the student is only provisionally matriculated be certified by the Registrar for use at any other institution.

DATES FOR CONFERRING DEGREES

Graduate degrees are conferred in June and about November 1. In June, degrees will be conferred on applicants who were admitted to formal candidacy not later than the preceding November 1 and completed all other requirements not later than the preceding May. In the Fall, degrees will be conferred on applicants who were admitted to formal candidacy not later than the preceding November 1 and completed all other requirements not later than the end of the preceding Summer Session.

GENERAL REQUIREMENTS FOR ALL GRADUATE DEGREES

NOTE: (1) All recommendations for the higher degrees must originate with the members of the Faculty under whose special supervision the candidate has been pursuing his work. (2) The requirements hereinafter specified must be regarded as minimum requirements only. (3) The right remains with the Dean and the Departmental Committee to refuse a student his final examination and his degree.

1. The applicant for any higher degree must be a duly registered student of this University.

2. All applicants are required to complete *at least one year of residence* previous to the final examination for any degree at this University. To be regarded as in residence, a student must be in regular attendance on the exercises in some approved course of studies. No aggregate of Summer Sessions will satisfy this requirement.

No work *in absentia* will be accepted for any degree in the Graduate School, with the exception of work on the Dissertation for the Doctorate.

3. Advanced Credit: Courses (not to exceed eight semester hours) completed in other Universities may be accepted as advanced credit when these courses are in substance the equivalent of courses in Fordham University from which the student seeks to be excused.

(a) Advanced credit is only potential until all requirements are completed at Fordham University.

(b) Advanced credit for courses taken elsewhere does not excuse the student from any part of the Comprehensive Qualifying Examinations nor from the flat rate of tuition set by the University for the minimum requirements for graduate degrees.

4. The field and subject-matter of the applicant's major and minor courses, having been approved by the Dean, shall remain unchanged throughout the entire time spent by the applicant in fulfilling the requirements for his degree, except with written approval of the Dean.

5. Applicants for graduate degrees must consult the Head of the Department of their Major within the first month of their attendance, at which time they should be prepared to file information regarding schools attended in the past, the title and scope of courses completed, program of study, field of specialization, etc.

6. After all course requirements have been satisfied, applicants for graduate degrees are admitted to the Comprehensive Examinations

only with the written approval of their Major professor and the Dean, which may be refused unless all the regular courses have been passed with a general average of "C" (75%). Applicants so admitted must take *all* Comprehensive Examinations submitted by their Department.

7. All Comprehensive Examinations are to be conducted as a unit. A failure in one part of the chosen field will require a complete re-examination in all parts of the chosen field.

8. Neither the completion of a given number of courses nor the satisfactory acquisition of any fixed number of credit points in the work of a Department insures *ipso facto* admission to formal candidacy for a graduate degree. The sole determinant of fitness for such candidacy is in every case the concurring judgment of the Dean and the Faculty of the Department as to the scholarly attainments of the prospective candidate, based upon their continuing contacts with such candidate and the results of course and comprehensive examinations. It clearly follows, therefore, that the designated points of credit for a graduate degree represent merely a convenient theoretical minimum which, on the basis of past experience, should qualify a properly equipped and diligent candidate.

9. Candidates for graduate degrees in June must have their dissertation submitted by their mentor to the Dean for the Board of Examiners not later than March 15. Candidates for degrees in the Fall, not later than June 1.

10. The length of time allowed to any candidate for work for a graduate degree is limited to five calendar years. These five calendar years are to be counted from the date of first registration even though a student may have withdrawn for several semesters.

GENERAL REQUIREMENTS FOR MASTER'S DEGREE

1. Candidates for the Master's Degree must, within three months after their first registration, give evidence, either written or oral, of their ability to read and translate literature, especially that of their Major work, in French or German.

2. Candidates are required to complete successfully at least 30 semester hours of work, arranged with the advice of their Mentor. Written examinations in each course will be required of the candidate. This minimum of 30 semester hours must include at least one 30-hour seminar in the field associated with the Major work.

3. In all departments this minimum of 30 semester hours must include 60 hours of the courses, Fundamentals of Scholastic Philosophy, as a minor field of study. Those who have successfully completed sufficient undergraduate courses in Scholastic Philosophy before the candidacy for the Master's degree may be excused from this requirement.

4. All candidates for the Master's degree must take the Comprehensive Examination.

5. All candidates who have successfully passed the Comprehensive Examination are obliged to attend the Dissertation Seminar wherein the student's paper is prepared under the observation of the Faculty Committee. This is a 60-hour course and is not to be included in the minimum number of thirty required points.

6. All candidates are required to present a dissertation of 8,000 to 10,000 words, which must be approved by the Mentor and accepted by three of the four examiners.

GENERAL REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

1. Candidates for the Degree of Doctor of Philosophy must, within three months after their first registration, give evidence, either written or oral, of their ability to read and translate literature, especially that of their Major work, in French and German.

2. Candidates are required to complete successfully at least 30 semester hours of work, arranged with the advice of their Mentor. Written examinations in each course will be required of the candidates. This work is in addition to the course work for the Master's degree. This minimum of required semester hours must include at least 30 hours of seminar study in the field associated with the Major work in addition to the 30 hours taken toward the Master's degree.

3. In all Departments this minimum of 30 semester hours must include 60 hours of the courses, Fundamentals of Scholastic Philosophy, as a minor field of study. Those who have successfully completed sufficient courses in Scholastic Philosophy before the candidacy for the Master's degree may be excused from this requirement.

Candidates who have already taken 60 hours of Fundamentals of Scholastic Philosophy for the Master's degree, must take for the degree of Doctor of Philosophy the complementary course of 60 hours in Fundamentals of Scholastic Philosophy.

4. All candidates for the degree of Doctor of Philosophy must take the Comprehensive Examination.

5. All candidates who have successfully passed the Comprehensive Examination are obliged to attend the Dissertation Seminar wherein the student's paper is prepared under the observation of the Faculty Committee. This is a 60-hour course and is not to be included in the minimum number of thirty required points.

6. All candidates are required to present a dissertation of 18,000 to 25,000 words, which must be approved by the Mentor and accepted by three of the four examiners.

7. All candidates must take an oral examination in the general field of their work and in the specific subject treated in the dissertation.

TEACHERS COLLEGE

VERY REV. ALOYSIUS J. HOGAN, S.J., Ph.D. . . *President*
REV. JOSEPH A. LENNON, S.J. . . . . *Dean*
JOHN J. O'CONNOR, M.A. . . . . *Registrar*

GENERAL STATEMENT

In co-operation with the other schools and departments of the University, the Teachers College, chartered and approved by the New York State Board of Regents, offers training courses for Supervisor, Principal and Assistant-to-Principal in the city school system, and academic and professional preparation for teachers in colleges, normal schools, high schools, vocational and elementary schools. Through the same co-operation, the School of Education also affords opportunity to follow courses leading to academic degrees and certificates.

GENERAL ENTRANCE REQUIREMENTS

Candidates for admission to the Freshman Class must present evidence of their graduation with diploma from a four-year high school course in a school accredited by the New York State Regents. They must also submit a detailed record of their high school work. This record must represent at least 15 units distributed over four full years, and must be accompanied by a certification by the principal that the student is qualified for higher studies. It is expected that such certification will not be given to those who have received a grade of less than 75% in their high school course. Students must also furnish certificates of good moral character, and of honorable withdrawal from the school they last attended.

A unit of credit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work.

The credits offered for entrance into the regular Freshman class must include the following subjects:

English ..... 3 or 4 units
Algebra ..... 2 or 1 unit
(at least through quadratics)
Plane Geometry ... 1 unit
Foreign Language.. 2 or 3 units
History ..... 1 unit

The remaining units may be made up from any standard high school subjects.

CLASSIFICATION OF STUDENTS

High school students who have successfully completed the regular requirements for college entrance may be admitted. It is not the policy of the University, however, to admit students who are able to attend regular full-time college courses.

A limited number of persons who do not fulfil the requirements for matriculation may be admitted as special students.

Candidates for the degree of Bachelor of Science must satisfy the residence requirement of one year by the completion of thirty-two points. This requirement may be met by attendance during one academic year, or any two half-years, or by attendance upon residence courses distributed over a period of part-time study not exceeding five years.

Students, who, at the beginning of any session, are within twelve points of fulfilling the requirements for the Bachelor's degree will be permitted to pursue courses, called graduate and undergraduate, not, however, in excess of four points, with a view to offering them in partial fulfilment of the requirement for residence for a second degree; if within eight points, courses not in excess of eight points; if within four points, not in excess of twelve. Should such a student afterwards desire to matriculate for the degree of Master of Arts or Master of Science, the graduate courses previously taken by him under this provision will be accepted in partial fulfilment of the residence requirement for the Master's degree, provided the requirements for this degree are completed within a period of five years.

ADMISSION TO ADVANCED STANDING

A candidate for admission to advanced standing from other institutions of collegiate rank must present, first, a catalogue of the college from which he comes, and, second, an official certificate showing his entrance credits at that institution and his college record in each subject taken.

No one will be admitted under any circumstances to a standing higher than that represented by the completion of the Junior year.

REQUIREMENTS FOR B.S.

Apologetics	8
Economics	4
English	14
History	12
Modern Language	8
Philosophy	32
Public Speaking	2
Science	16
Electives	34
	130

REQUIREMENTS FOR B.S. IN EDUCATION

GROUP I

General Academic or Cultural Subjects

Economics	4
English	14
History	8
Modern Language	6
Mathematics	2
Philosophy	16
Science	6
Electives*	32
	88

GROUP II

Educational Subjects

History of Education	4
Principles of Education	4
Educational Psychology	4
Educational Measurements	4
Educational Administration	2
Extra-Curricular Activities	2
Methods	6
Electives**	14
	40

Total credits for B.S. in Education 128

* Electives in the Cultural group are to be chosen, with the advice and consent of the Dean, from the student's major and minor fields.

** Electives in the Educational group are to be chosen, with the advice and consent of the Dean, from the following:

1. Psychology, Philosophy or Principles of Education, *e.g.*, Educational Measurements, Science of Education, Psychiatry, Mental Hygiene, Child Development and Inheritance, Formative Principles of Character, etc.
2. History and Methods of Education.
3. School Management and Administration.
4. Supervised Observation and Practice Teaching.

COURSES OF INSTRUCTION

Fordham University reserves the right to withdraw any course if, in the discretion of the Dean, registration does not warrant its continuance.

Courses are divided as follows:

1. UNDERGRADUATE (Courses numbered from S 1 to S 99).

   These courses are, in general, elementary and may not be offered in fulfillment of the requirements for higher degrees. No candidate for a Bachelor's degree may take the subjects of study in Group 2 until all required subjects in Group 1 have been satisfactorily completed.

2. UNDERGRADUATE AND GRADUATE (Courses numbered from S 100 to S 199).

   These courses are primarily intended for students who hold a first degree, but are open to undergraduates who have completed all prescribed work.

3. GRADUATE (Courses numbered from S 200 to S 299).

   These courses are restricted to such graduate students as are qualified to pursue the work to advantage.

4. SEMINAR AND RESEARCH COURSES. (Courses numbered above S 300).

   These courses are open only to Graduate Students, and should be selected to meet the requirements of the student's major concentration.

ART

The course comprises the following:

1. *Scientific Considerations*—dealing with principles of perspective; color theories; light and shade—shadows; principles of design; science of anatomy; mechanical drawing.
2. *Techniques:* Pencil, pen and ink, water color, charcoal, pastel, block printing, soap sculpture.
3. *Educational Theory:* Courses of study for elementary and secondary schools; principles of education as applied to the arts; emphasis on objectives, values, etc.
4. *The History and Appreciation* of the plastic and graphic arts, architecture, sculpture and painting, and the minor arts.
5. *Methodology:* Planning and presenting of individual lessons; exercises, devices, etc.

6. *Studio Practice:* Emphasis on creative expression. Special exercises in: (a) Representation; freehand drawing from objects and sketches from memory in *various mediums;* (b) design problems; applied and abstract; in various mediums; the poster, etc.; (c) study of landscape; (d) study of the human figure.

7. *Individual Criticism.* (Printed notes supplied.)

ART S 111 - S 120.—Complete Course. (90 hours.) (6 points.)

9 A.M. to 4 P.M., July 6 to 27 (no Saturday classes).

Fee, $65.00. No charge for studio practice.

(The complete course may be taken or ART S 111 only.)

ART S 111.—Morning Session. (3 points.)

Art Education in the elementary grades and in the junior and senior high schools, covering methods, content and studio practice.

Fee, $40.00. Jouin Hall 26. 9-12.

ART S 120.—History and Appreciation of Art, the Human Figure, Water Color and Pastel.

This course will consist of:

(a) *History of art by periods:* (1) Ancient; (2) Mediæval; (3) Renaissance and modern; (4) Appreciation lessons in both fine and applied arts.

(b) *Drawing from draped model and the cast.*

(c) Drawing of the human figure from the model and the cast in charcoal, pencil and crayon; art anatomy; outdoor sketching in pencil or pastel.

Jouin Hall 26. 1-4.

The courses are for all students interested in art, its teaching and its practice, including teachers and supervisors of the fine arts in the lower and upper grades of the elementary schools and in the junior and senior high schools. These courses are particularly valuable for teachers who are preparing for promotion through examinations to teach art in the upper grades of the elementary schools, in the junior and senior high schools, for the position of special supervisor of art, or for teacher of art in continuation schools, etc. They will find these courses both practical and cultural.

University fee is $5.00.

Please make checks payable to Fordham University.

Students are urged to register at the University at their earliest convenience.

For further particulars, communicate with:

MAX S. WILKES

Riverdale-on-Hudson, New York, N. Y.

6151 Tyndall Avenue Telephone, KIngsbridge 6-3281

BIOLOGY

Head of Department: Rev. Joseph Assmuth, S.J.

BIO. S 13 - S 14.—General Biology. (4 points.)

This course treats with the fundamental principles of biology. It includes the structure and composition of plants and animals with a complete study of the functions of living things; relations between animals and plants; the organism. The laboratory work will include study and dissection of plants and lower animals. This course is of great help to the secondary school teacher. The Regents' examinations will be discussed.

Mark T. Crowley, Ph.D.

Fee, $50.00. Biology Hall 22. Lect., 3-4; Lab., 1-3.

BIO. S 21.—History of Biology. (2 points.)

Earliest biological records: the Bible, the Egyptians, Aristotle; 384 B.C. down to the present day. Phases of biological study and development, and conditions responsible. The important part played by Catholic biologists in the advancement of knowledge.

Mark T. Crowley, Ph.D.

Biology Hall 22. Lect., 2-3.

Methods of Teaching Biology.

Cf. EDUC. 101 f.

BIO. S 109 - S 110.—Zoölogy. (4 points.)

This course deals with the animal kingdom only. It embraces a study of the classification of animals; the structures and functions of organs; morphology, ecology, environment, heredity and the economic importance of animals. The laboratory work will include the study of a type animal of each phylum.

James A. Mullen, Ph.D.

Fee, $50.00. Biology Hall 25. Lect., 9-10; Lab., 10-12.

BIO. S 111 - S 112.—Histology and Elementary Embryology. (4 points.)

(Prerequisite: a course in General Biology.)

The course will be in Zoölogy and will study the composition of the animal body and the organs in terms of their vital units, the cells; the chromosomes, the basis of heredity; the origin and maturation of the germ-cells, fertilization, cleavage and differentiation of tissues; the origin of the individual and the developmental process from the oosperm to the adult. Practice in micro-technique will be stressed.

Rev. Joseph Assmuth, S.J.
James A. Mullen, Ph.D.

Fee, $50.00. Biology Hall 22. Lect., 9-10; Lab., 10-12.

BIO. S 113 - S 114.—General Bacteriology.

Not given Summer, 1933.

BIO. S 115 - S 116.—Bacteriology, Physiology and Hygiene. (4 points.)

This course is designed with special reference to teachers who desire the fundamentals of bacteriology, hygiene, physiology and public health and community welfare. Stress will be put on water supplies, sewage, food depots, environment and health and social progress through health. The course will be illustrated by demonstrations.

WILLIAM J. BONISTEEL, Ph.C., B.S., M.A.

Fee, $30.00. Biology Hall 31. 9-11.

BIO. S 121 - S 122.—Mammalian Anatomy. (4 points.)

A study of the mammal with special reference to the cat. Structure and physiology of the different systems and organs. Detailed dissection of specially prepared specimens.

JAMES A. MULLEN, Ph.D.

Fee, $50.00. Biology Hall 36. Lect., 1-2; Lab., 2-4.

BIO. S 127 - S 128.—Entomology. (4 points.)

The class of insects; importance of hexapoda in general, and beneficial and injurious insects in particular; general anatomy of insects; heteronomous metameric structure and metamorphosis of insects.

REV. JOSEPH ASSMUTH, S.J., and Assistants.

Fee, $50.00. Biology Hall 25. Lect., 11-12; Lab., 1-3.

BIO. S 149 - S 150.—Botany, and Teaching Aids. (4 points.)

This course is for students of botany who wish to make a general review of the principles of general Botany with special emphasis on economic products derived from the various divisions of the plant kingdom. The course will deal with foods and accessory substances as derived from the plant, with particular stress on their physiological treatment. The following topics will be discussed: starches, cereals, drugs, timber, horticulture, seedless fruits; demonstrations and laboratory work will be used by the students to demonstrate the various phases of this subject.

(For further information, consult the professor.)

WILLIAM J. BONISTEEL, Ph.C., B.S., M.A.

Biology Hall 32. Lect., 1-3.

BIO. S 201 - S 202.—Botany, Special Work and Research.

For information, consult Head of the Department.

Fee, $10.00 per point.

BIO. S 203 - S 204.—Zoölogy, Special Work and Research.

For information, consult Head of the Department.

Fee, $10.00 per point.

BIO. S 301 - S 302.—Seminar in Botany. (4 points.)

For information, consult Head of the Department.

Fee, $30.00.

BIO. S 303 - S 304.—Seminar in Zoölogy. (4 points.)

A course dealing with the nervous systems and digestive systems of various higher animals. The work will be of a comparative nature, including all the latest research done in this line. Students will prepare laboratory demonstration under direction and will supplement each lecture with reports of research work in particular lines.

THE BIOLOGY STAFF.

Biology Hall 31. Lect., 1-2; Demonstrations and Consultations, 4-5.

Fee, $30.00.

CHEMISTRY

Head of Department: REV. JOSEPH B. MUENZEN, S.J.

N.B.: Lectures and laboratory periods in Chemistry are held in the Chemistry Hall, Fordham University, Bronx. (Bathgate Avenue entrance.)

For advanced work, beyond that offered in the catalogue, and open only to those who have completed the following courses, students should consult the Head of the Department.

Candidates for degrees in Chemistry should also consult the general regulations for graduate degrees on pages 14 to 16.

CHEM. S 11, S 12, S 13, S 14.—General Chemistry. (8 points.)

This course forms the beginning of chemical education. In it the student is taught the fundamental theories on which the structure of this important science rests. The work embraces the principal laws involved in chemical operations, symbols, nomenclature and classification of compounds, methods and practice of chemical calculations, with a rather detailed discussion of the non-metallic elements. The course is divided into two parts, S 11 and S 12, referring respectively to lecture and laboratory of first part. S 13 and S 14 refer to lecture and laboratory of second part.

FRANCIS S. QUINLAN, Ph.D.

Chemistry Hall. 9-12. 1-4.

Fee, $120.00. Breakage deposit, $20.00.

CHEM. S 21 - S 22.—Qualitative Analysis. (4 points.)

In this course stress is laid on the determination and isolation of the metallic or baseforming elements, without considering the amounts in which they may be present. Due emphasis is given to the theoretical principles upon which the separation of these elements depends.

WALTER A. HYNES, Sc.D.

Chemistry Hall. 9-12.

Fee, $60.00. Breakage deposit, $10.00.

CHEM. S 23 - S 24.—Qualitative Analysis. (4 points.)

In this course stress is laid on the isolation and determination of the non-metallic or acid-forming elements and the radicals which

they form. In addition, due consideration is also given to those reactions characterizing dry analysis.

WALTER A. HYNES, Sc.D.
Chemistry Hall. 1-4.

Fee, $60.00. Breakage deposit, $10.00.

CHEM. S 31 - S 32.—Quantitative Analysis. (4 points.)

This course involves the theoretical and practical study of principles underlying volumetric problems and their applications.

LEO K. YANOWSKI, Ph.D.
Chemistry Hall. 9-12.

Fee, $60.00. Breakage deposit, $10.00.

CHEM. S 33 - S 34.—Quantitative Analysis. (4 points.)

The principles and practices of gravimetric analysis are covered in this course, involving the important anions and cations.

LEO K. YANOWSKI, Ph.D.
Chemistry Hall. 1-4.

Fee, $60.00. Breakage deposit, $10.00.

CHEM. S 41, S 42, S 43, S 44.—Organic Chemistry. (8 points.)

Various classes of aliphatic compounds are studied from the standpoint of synthesis, behavior, structure and applications. S 41 and S 42 refer respectively to the lecture and laboratory of the first part. In the second half, a study is made of the cyclic series and of some of the most important heterocyclic compounds.

REV. JOSEPH B. MUENZEN, S.J.
Chemistry Hall. 10-12. 1-4.

Fee, $120.00. Breakage deposit, $20.00.

CHEM. S 59.—Modern Principles of Nutrition and Dietetics. (4 points.)

A general survey of the science of nutrition based on the experimental evidence secured by the modern biochemical methods. The principles underlying the phenomena of growth and health of the young are presented in non-academic form. The practical aspect of the problem of nutrition is stressed. Carbohydrates, fats, proteins, salts, vitamines, balanced and deficient diets and deficiency diseases will be discussed. Illustration with slides and experimental animals.

JACOB STEKOL, M.S.
Chemistry Hall. 9-11.

Fee, $30.00.

CHEM. S 155 - S 156.—Physiological Chemistry. (4 points.)

In this course the chemistry of the carbohydrates, fats and proteins is discussed. The greater part of the time is spent with the more practical side, such as the study of blood, urine and gastric contents. These subjects are studied from a normal as well as a pathological standpoint. An effort is made to familiarize the stu-

dent with the underlying chemical technique used in the hospital laboratory.

CARL P. SHERWIN, M.D., D.Sc., Ph.D.
ANTHONY M. AMBROSE, M.S., Ph.D.
Chemistry Hall. 9-12.

Fee, $60.00. Breakage deposit, $10.00.

CHEM. S 65.—Application of Mathematics to Chemistry. (2 points.)

(Prerequisite: Trigonometry.)

A course for students of chemistry who have not the time to take the regular courses in analytical geometry, differential and integral calculus, or for those who wish to review these subjects before beginning the study of the mathematical branches of chemistry. It is intended to familiarize the student with the treatment of experimental results by mathematics.

WILLIAM H. HAMILL, M.S.
Time by arrangement. Chemistry Hall.

CHEM. S 71 - S 72.—Physical Chemistry. (8 points.)

(Prerequisites: CHEM. S 31 - S 34, MATH. S 31, PHYS. S 11 - S 12.)

A course dealing with the fundamental principles of chemistry. These principles are dealt with from a mathematical standpoint by means of problems and experiments. Special emphasis is placed on applications to organic and physiological chemistry.

Two hours lecture and four hours laboratory.

WILLIAM H. HAMILL, M.S.
Time to be arranged. Chemistry Hall.
Fee, $120.00.

CHEM. S 225.—Micro-Organic Analysis (Pregl). (4 points.)

(Prerequisite: CHEM. S 31 - S 34.)

This course will deal with the use of the micro balance, preparations of material for analysis and the practical instruction in determination of carbon, hydrogen, nitrogen (Kjeldahl and Dumas method), metals and the carboxyl group in organic compounds.

ANTHONY M. AMBROSE, M.S., Ph.D.
Chemistry Hall.

Fee, $60.00. Breakage deposit, $15.00.

CHEM. S 226.—Micro-Organic Analysis (Pregl). (4 points.)

(Prerequisite: CHEM. S 225.)

This course is a continuation of CHEM. S 225 and includes the micro determination of sulphur, halogens, the methoxy, ethoxy, acetyl, etc., groups in organic compounds.

ANTHONY M. AMBROSE, M.S., Ph.D.
Chemistry Hall.

Fee, $60.00. Breakage deposit, $15.00.

ECONOMICS

(See Political Philosophy.)

EDUCATION

FACULTY COMMITTEE

Philosophy and History:

Head of Department and Chairman of the Committee: DR. MARIQUE.

Office hours: Daily from 8 to 10 A.M.

Office: 1st Floor, Jouin Hall.

Psychology and Measurements:

Head of Department: DR. ROCK.

Conference hours: Dr. Rock, daily, 11-12; Tuesday and Thursday, 8-9; Monday and Wednesday, 1-2, and by appointment.

Dr. Dunlap, 1-2.

Dr. McCarthy, 1-2.

Administration and Methods:

Head of Department: DR. CRONIN.

Conference hours: 1-2, and by appointment.

EDUC. S 11.—History of Education, I. (2 points.)

A general survey of the history of education from ancient times to the Protestant Revolution. Particular attention will be given to the following topics: Greek education; Roman education; the beginnings and main contributions of Christianity; the monasteries and the preservation of learning; the Carlovingian Revival; the school system and education of the Middle Ages; Scholasticism; Universities; the Renaissance; Humanism.

JOHN REDDEN, M.A.
Biology Hall 20. 11-12.

EDUC. S 12.—History of Education, II. (2 points.)

A general survey of the history of education from the Protestant Revolution to the present time. The following topics will be treated: The Protestant Revolution; the Catholic Revival; realism and the early scientific movement; the enlightenment; naturalism; school reforms of the Eighteenth and Nineteenth Centuries; the improvement of method; beginnings of education in America and early national influences in the United States; development of free schools, establishment of school supervision; the extension of the system; high schools, normal schools and state universities; national systems of France, Prussia, and England; Federal relations to education in United States.

(To be given Summer, 1934.)

EDUC. S 13.—Principles of Education, I. (2 points.)

This course is intended to be eminently practical. After a brief consideration of the more important principles contributed to education by religion, philosophy, psychology, biology, sociology and ethics, their practical application to the teacher's work will be illustrated. The following topics will be treated: The nature, scope and function of education; its relation to allied sciences; the art and science of education. Immediate and ultimate objectives of education; the original nature of man; properties of the individual that underlie education; properties of society that make education possible. Fundamental principles of learning.

JOHN REDDEN, M.A.
Biology Hall 20. 10-11.

EDUC. S 14.—Principles of Education, II. (2 points.)

This course is a continuation of the preceding course, EDUC. S 13. After a brief review of the fundamental principles and methods of learning, special attention will be given to the application of these principles by the teacher. The topics studied will include: Principles concerned with the development of percepts, concepts, judgments, reasoning, attention, interest and motivation; the curriculum; moral and intellectual education; methods of teaching; vocational training and guidance; individual differences and intelligence; objective tests and measurements; functions of elementary, secondary and higher education.

(To be given Summer, 1934.)

EDUC. S 19 - S 20.—Foundations of Method. (4 points.)

The acquisition of knowledge at first hand and at second hand; the means of acquiring facts; application of apperception, attention, interest in acquiring knowledge; the problem as a device for focusing attention and securing educative thought; the media of instruction; development lessons; use of deduction in gaining new knowledge or insight; educational value of verification; the value of laboratory work as a principle to be observed in all studies; practice, review, examinations and defects in teaching.

Text-Book: *Beginning Teaching,* Avent.

JOACHIM SCOPPA, M.A.
Biology Hall 21. 9-11.

EDUC. S 31 - S 32.—Educational Psychology, I and II. (4 points.)

An introduction to the more important psychological principles as they apply in the field of education. The first section will include a discussion of developmental tendencies, motivation, the learning process and the factors influencing efficient learning, transfer of training, understanding and generalizing. The second section will include an application of the concepts of mental age and educational age in meeting individual needs, the exceptional child, the significance of special disabilities and the application of general principles in the learning of the fundamental subjects.

DOROTHEA A. MCCARTHY, Ph.D.
Biology Hall 11. 9-11.

EDUC. S 103 a.—History of Education in Modern Times, I. (2 points.)

The transition period between the Middle Ages and the Eighteenth Century is covered. The course begins with a survey of the mediæval educational system and then deals with the following movements and their influence on education: The Renaissance, the Protestant Revolution, the Catholic Revival and the Early Scientific Movement. Special attention is given to the beginnings of Christian education in the United States.

JOHN REDDEN, M.A.
Biology Hall 20. 9-10.

EDUC. S 104 a.—History of Education in Modern Times, II. (2 points.)

A survey of the condition of the school in the Eighteenth Century and a brief consideration of the educational meaning of the enlightenment, the industrial and political revolutions which closed the century. The course then deals with the trend of educational theory in the Nineteenth Century, the changes in the practice of classroom teaching, the growth of national school systems and the multiplication of types of schools.

JOHN REDDEN, M.A.

(To be given Summer, 1934.)

EDUC. S 105 c.—Mental Hygiene, I. (2 points.)

A study of the adjustment of the individual to his environment with emphasis on causative factors underlying maladjustment and on preventive measures. In the first division, the case study method of individual diagnosis, preventive and remedial programs for the problems of the emotional adjustment of physically handicapped, mentally handicapped, gifted, and speech defective children will be considered. Illustrative case material will be utilized.

DOROTHEA A. MCCARTHY, Ph.D.
Biology Hall 11. 11-12.

EDUC. S 106 c.—Mental Hygiene, II. (2 points.)

A study of the adjustment of the individual to his environment with emphasis on causative factors underlying maladjustment and on preventive measures. The second division will include a discussion of the relationship between certain environmental factors; such as, parental attitudes and teachers' attitudes to child adjustment; the problems of fears, anger, jealousy, etc., with illustrative case material; as well as a critical evaluation of studies of causative factors related to juvenile delinquency.

(To be given Summer of 1934 and second semester of 1933-34.)

EDUC. S 107 d.—Educational and Intelligence Tests, I. (2 points.)

A brief treatment of the principles underlying tests and measurements and an examination of the more important achievement and

intelligence tests. The improvement of traditional examination methods through the construction and use of objective unstandardized classroom tests will be considered. Technique for the administration, scoring and presentation of results of tests will be treated.

(To be given Summer of 1934 and first semester of 1933-34. See EDUC. S 108 d.)

EDUC. S 108 d.—Educational and Intelligence Tests, II. (2 points.)

The emphasis in this course will be placed on standardized tests, their applications in research problems, their uses by the classroom teacher, the choice of tests and the development of a testing program, and the presentation and interpretation of test results. The more important achievement, intelligence, diagnostic and aptitude tests will be surveyed. The relationships between measures of intelligence, achievement and special aptitudes will be treated. An analysis will be made of the major theories and assumptions in measurements.

(With EDUC. S 257 d, Summer, 1932, or EDUC. S 107 d, Summer, 1934, equivalent to EDUC. 107 - 108 given during the academic year. EDUC. S 107 d is not a prerequisite for this course.)

JACK W. DUNLAP, Ph.D.
Biology Hall 16. 11-12.

EDUC. S 117 e.—Educational Administration—Parochial School Problems. (2 points.)

Administration, supervision and inspection. Problems of health, safety and sanitary control; supervision and measurement of instruction; classification of pupils; retardation; school building specifications.

REV. WILLIAM R. KELLY, M.A.
Biology Hall 15. 11-12.

EDUC. S 101 f.—Methods of Teaching Biology. (2 points.)

A clear statement of the value of biology from an educational standpoint. The relation of biology to other sciences. Selection of subject-matter and its arrangement in courses of study. Aids for the demonstration of various types.

JAMES A. MULLEN, M.S., Ph.D.
Biology Hall 25. 11-12.

EDUC. S 118 b.—Philosophy of Education. (2 points.)

The materials of instruction and their relation to culture. Humanism *vs.* realism and naturalism. Evaluation of the materials of instruction and the general principles of their organization in the curriculum, courses of study and actual teaching.

REV. WILLIAM R. KELLY, M.A.
Biology Hall 15. 10-11.

EDUC. S 123 f.—Teaching the Major Subjects in the 4th, 5th and 6th Years. (2 points.)

This course treats of effective methodology in English, arithmetic, history and geography. Modern pedagogical thought is applied to actual classroom situations. Attention is also given to standardized tests in the various subjects and the teaching of children to study. The various new courses of study for New York City will be interpreted.

JOACHIM SCOPPA, M.A.
Biology Hall 21. 11-12.

EDUC. S 129 f.—Methods of Teaching English Composition in Secondary Schools. (2 points.)

1. Principles and methods: general classroom principles for teacher and for pupil. Three stages in mastering an art: analysis, crisis, synthesis; methods: reproducing, briefing, amplifying, restoring; prècis-writing; method of models: history, theory, practice.
2. Models for the elements of composition: qualities of clearness, interest, force words, sentences, paragraphs.
3. Models for the processes of composition; narration, description, exposition, argumentation, persuasion.
4. Models for the types of composition: essay, speech, story, versification.
5. Accessories for stimulation: correcting of exercises, reading, publicity, rivalry and emulation.

Text-book: *Model English, II,* Donnelly, S.J.

References: *Model English, I, Persuasive Speech,* Donnelly, S.J.

REV. FRANCIS P. DONNELLY, S.J.
Collins Hall 17. 1-2.

EDUC. S 159 f.—Methods of Teaching French in Secondary Schools. (2 points.)

This course will include a study of the New York State syllabus for this subject. The matter will be presented from the point of view of recent text-books, methods of presentation, model lessons, historical background. The working principles of the lecturer will be explained and illustrated.

BASILE G. D'OUAKIL, M.A.
Jouin Hall 25. 11-12.

EDUC. S 173.—Teaching of History and Civics in Secondary Schools. (2 points.)

This course is devoted to a study of the general problems of history-teaching with special reference to the high school. It will consider the nature of history: its relation to other subjects, and its place in education; selection of subject-matter and its arrangement in courses of study; effective presentation of materials of instruction; judging text-books; collateral reading; testing results.

SYLVESTER J. HEMLEBEN, Ph.D.
Administration Building 2. 1-2.

EDUC. S 180 - S 181.—Teaching of Mathematics in Secondary Schools. (4 points.)

A concrete treatment of the methods of teaching algebra, geometry and trigonometry. Modern tendencies, including the study and reorganization of the subject-matter of secondary mathematics, standard tests, etc., will also be considered.

SAMUEL WITHERS, M.A.
Physics Hall 106. 9-11.

EDUC. S 196.—A Course of Study in Religion for Elementary Schools. (2 points.)

A plan for the teaching of Christian Doctrine according to modern pedagogical principles will be outlined and discussed. The Spiritual Way Series and the Manual which accompanies it will be the text-books used.

Physics Hall 102. 11-12.

EDUC. S 197 - S 198.—Methods of Teaching Religion. (4 points.)

Religious education brought in conformity with the principles of applied psychology and modern pedagogy. Adaptation, apperception, correlation, sense and emotional training, habit formation and the psychology of action.

Models in method: the Gospels, the Fathers and the practice of the Church. The Liturgy as a vehicle of character education. Catechetical method evaluated. An analysis of the more important methods in vogue and an outline of principles applicable to elementary and secondary education.

REV. HENRY J. GEBHARD, M.A.
Jouin Hall 15. 9-11.

EDUC. S 241 c.—Educational Psychology. (2 points.)

The present status of research on the following topics as they relate to educational theories and practices; heredity, growth and maturation; theories of instinct; emotion; motivation and personality adjustments; general and special capacities; uses and results of intelligence testing.

(To be given Summer of 1934 and first semester of 1933-34. See EDUC. S 242 c.)

EDUC. S 242 c.—Educational Psychology. (2 points.)

The present status of research on the following topics as they relate to educational theories and practices: theories of learning; economy and guidance of learning; transfer of training; the higher thought processes; conditions affecting efficiency; personality and character.

(With EDUC. S 241 c, Summer, 1934, equivalent to EDUC. 241 - 242 given during the academic year. EDUC. S 241 c is not a prerequisite for this course.)

ROBERT T. ROCK, JR., Ph.D.
Biology Hall 10. 9-10.

EDUC. S 243 c.—Psychology of the Elementary School Subjects. (2 points.)

A critical survey of the most important research studies relating to the separate subjects taught in the elementary school.

ROBERT T. ROCK, JR., Ph.D.
Biology Hall 10. 10-11.

EDUC. S 255 d - S 256 d.—Statistical Methods in Education and Psychology. (4 points.)

The course is designed to enable the student to read educational and experimental articles employing statistical terms, to compute such statistical measures as are most commonly used in educational investigations, to interpret results of investigations using statistics and to recognize the assumptions on which various measures are based.

The following topics will be treated: graphic representation, central tendency, variability, correlation, regression, and the use of tables of the normal curve, measures of relationship other than the Pearson *r*, partial and multiple correlation, errors of measurement, sampling errors, derivations and assumptions underlying certain functions, and certain common statistical fallacies.

(Substitution for language requirement: Upon recommendation of their Mentor, students majoring in Education may offer a satisfactory knowledge of statistics as a substitute for the language requirement for the M.A. degree or in place of one of the languages required for the Ph.D. degree.)

JACK W. DUNLAP, Ph.D.
Biology Hall 16. 9-11.

EDUC. S 258 d.—Educational and Intelligence Tests.

See EDUC. S 108 d.

EDUC. S 276 e.—The Curriculum, II. (2 points.)

Administration and educational procedures involved in determining the objectives, contents and methods of curricula for elementary and secondary schools.

REV. JAMES T. CRONIN, Ph.D.
Biology Hall 12. 10-11.

EDUC. S 278 e.—Educational Administration, II. (2 points.)

Business administration; building, equipment and supplies; educational finance; statistical methods applied to problems of administration.

REV. JAMES T. CRONIN, Ph.D.
Biology Hall 12. 11-12.

EDUC. S 292 f.—Methods of Secondary Education. (2 points.)

A critical study of the principles underlying high school instruction; an evaluation of methods, practices and devices by means of recent research findings.

REV. JAMES T. CRONIN, Ph.D.
Biology Hall 12. 9-10.

ENGLISH

FACULTY COMMITTEE

English Literature Since 1890:
American Literature:

Head of Department and Chairman of the Faculty Committee:
JOSEPH F. CASHMAN, Ph.D.
Conference hours: 9-10, 12.30-1.

Literary Criticism and Philosophy of Literature:

Head of Department: JOHN H. SCHIESWOHL, Ph.D.

English Literature to 1400:

Head of Department: JOHN REBER, M.A., Litt.D.
Conference hour: 2-3.

English Literature, 1400-1603:

Head of Department: REV. JOHN P. MONAGHAN, B.D., Ph.D.

English Literature, 1603-1798:

Head of Department and Secretary of the Faculty Committee:
JAMES E. TOBIN, M.A.
Conference hours: 9.30-10, 12.30-1.

English Literature, 1798-1890:

Head of Department: JESSE H. HALEY, Ph.D.
Conference hour: 12.30-1.

ENG. S 13.—Precepts of Poetry. (2 points.)
(Required.)

The nature and province of poetry. The emotional, imaginative and intellectual element. Points of form. An examination of epic, lyric and dramatic poetry. General laws of versification, including the standard forms of verse: the ode, the sonnet, the Spenserian stanza, etc. The French forms of verse: the triolet, the rondeau, etc.

JOSEPH F. MORIARTY, M.A., LL.B.
Collins Hall 20. 10-11.

ENG. S 15.—General Precepts of Prose Literature. (2 points.)
(Required.)

The definition of literature. Characteristic qualities of the art. The four elements of literature: emotion, imagination, thought and form; discussion of each element. The finer points of style. The nature and province of prose. The function of the imagination. The intellectual element and points of form.

JOSEPH F. MORIARTY, M.A., LL.B.
Collins Hall 20. 11-12.

ENG. S 17.—Precepts of Oratory. (2 points.)

(Required.)

The theory of oratory. Analysis of oratorical masterpieces. Historical survey of the great orators. The preparation of briefs and the composition of speeches.

JOHN H. SCHIESWOHL, Ph.D.
Collins Hall 17. 11-12.

ENG. S 21.—History of English Literature to 1700. (2 points.)

(Required.)

History of English literature from Beowulf to the Restoration. The development of prose and poetry. The growing interest in the drama. Shakespeare and his contemporaries. The Puritan Age.

JAMES E. TOBIN, M.A.
Collins Hall 18. 11-12.

ENG. S 23.—History of English Literature since 1700. (2 points.)

(Required.)

History of English literature from the Restoration to the present time. The classical, romantic and realistic schools. The development of the novel and the essay. Reading and study of the prose writers of the Eighteenth and Nineteenth Centuries.

JESSE H. HALEY, Ph.D.
Collins Hall 21. 10-11.

ENG. S 29.—American Literature. (2 points.)

A brief survey of colonial literature will be followed by a critical appreciation of the literary development of this country from Irving and Cooper to the present time. The origin and development of the American forms of the short story. The Eighteen-Nineties in America. The beginnings of the new forms. Reading and study of the leading authors of each period.

JOSEPH F. MORIARTY, M.A., LL.B.
Collins Hall 20. 1-2.

ENG. S 35.—Advanced English Composition, I. (2 points.)

(Required.)

This course will consist of practical, advanced work, based upon the consideration of diction, of sentence structure, and of paragraph development. It aims at the correction of errors commonly found in the written work of advanced students. The laboratory method will afford regular exercise during every session. Longer essays will give opportunity for original work in exposition.

JOHN H. SCHIESWOHL, Ph.D.
Collins Hall 17. 10-11.

ENG. S 91 - S 92.—Speech, I and II. (4 points.)

The elementary principles of speech training. A study of the International System of phonetic sounds and symbols. Practice in developing voice quality, volume and pitch. Methods and prac-

tice in increasing proficiency in enunciation. Methods and practice in the correction of speech defects. Diagnosis and treatment of lisping, stuttering, nasality, and voice inadequacy. Advanced phonetics. The oral interpretation of literature. Particular emphasis on the system of sounds and symbols used and recognized by the department of speech improvement in the New York City school system.

GEORGE GLASGOW, M.A.
Administration Building 3. 9-11.

ENG. S 93.—Public Speaking. (2 points.)

An intensive practical course for teachers, school administrators and others who are interested in the equipment necessary for meeting an audience in business, social and professional situations. The essentials of oral expression-emphasis, pausing, phrasing, modulation and tempo in reading and speaking. Formal exercises to exemplify tone types in speaking, and understanding and appreciation in oral reading. The principles of gesture, types of gesture. A study of devices to secure effectiveness in public speaking-personality, self-confidence, enthusiasm, attention, interest, action. Drills and individual practice at each lesson.

ARTHUR G. MULLIGAN, Mus.D.
Administration Building 3. 11-12.

REQUIREMENTS FOR GRADUATE WORK IN ENGLISH

All general requirements, rules and regulations concerning registration, matriculation and degrees are stated on pages 14 to 16 of this catalogue, and the Faculty Committee will conclusively presume that the students are cognizant of them.

Each student should determine at the outset of his graduate work in which of the Departments in the field of English he is to do research, viz.: I, Criticism; II, Literature to 1400; III, from 1400 to 1603; IV, from 1603 to 1700; V, from 1700 to 1798; VI, from 1798 to 1890; VII, since 1890; VIII, American Literature. The student's dissertation is to be done in one of these fields, and a program of courses, fitting his chosen work, and preparing him for the Comprehensive Qualifying Examinations, is outlined early in his graduate career by his Mentor.

FOR THE M.A.: The minimum requirements for this degree are 30 semester hours of course work, the successful passing of a comprehensive examination, and the satisfactory completion of a dissertation. Of this minimum of 30 points the following are required: Anglo-Saxon or Chaucer; one 30-hour course in criticism (courses designated by the symbol a); one 30-hour course in backgrounds (designated by the symbol b); and at least one 30-hour seminar in the field chosen for the dissertation. The remaining 20 points are to be taken in the Department of English, and at the direction of the student's Mentor.

The comprehensive examination for the Master's degree is a test of the student's general knowledge of English and American literature, and a means of proving his fitness as a candidate for a graduate degree.

FOR THE DEGREE OF PH.D.: The minimum requirements for this degree are 30 hours of course work, the successful passing of a comprehensive qualifying examination, the satisfactory completion of a dissertation and of an oral examination upon the same. Of this minimum of 30 points the following are required. Anglo-Saxon, Chaucer, and the History of the English Language; in addition to those already completed for the M.A., one 30-hour course in criticism; one 30-hour course in backgrounds, and 60 hours of seminar work in the field chosen for the dissertation. The remaining 14 points are to be taken in the Department of English and at the direction of the student's Mentor.

The comprehensive examination for the Doctor's degree will consist of an advanced test of the student's knowledge of literature and, particularly, of the field of specialization which he has chosen. The examination will be divided as follows: Part I: Philosophy of Literature, Literary Criticism, English Literature to 1400; Part II: English Literature, 1400-1660; Part III: English Literature, 1660-1798; Part IV: English Literature, 1798-1890; Part V: English Literature since 1890; American Literature; Part VI: Specialization.

Certain courses may be taken outside the Department of English, if they are allied to the student's work upon his dissertation, and if they are approved by his Mentor.

Attendance in the Dissertation Seminar (ENG. 401 - 402) is required of all candidates for the M.A. and Ph.D. Credit for completion of this seminar is not included in the minimum total of 30 semester hours. This seminar is not given at the Summer Session.

ENG. S 101.—Background of English Literature: Greek Poetry (In English). (2 points.)

A course in the evolution of Greek epic, didactic, lyric and pastoral poetry—from Homer to Theocritus. The course comprises an appreciative reading and interpretation of the best translations of Greek masterpieces in each form. The special objects of the course are: to open the field of classical allusion in English literature; to portray the various types of poetry as invented and perfected by the Greeks; to trace the influence of the Greek poets upon English literature. No knowledge of Greek is required.

REV. AUGUSTUS M. FREMGEN, S.J.

Not given Summer, 1933.

ENG. S 102.—Background of English Literature: Attic Drama (In English). (2 points.)

A study in English of the classical Greek drama. The lectures comprise: the origin and development of Attic Tragedy—Æschylus, Sophocles, Euripides; the Old Comedy—Aristophanes; the New Comedy—Menander; the influence of ancient upon modern drama; the presentation of Greek plays. No knowledge of the Greek language is required.

REV. AUGUSTUS M. FREMGEN, S.J.

Not given Summer, 1933.

ENG. S 120 b.—Mediæval Legends and Romance. (2 points.)

The Germanic heroic legend: Beowulf, Siegfried, Theodoric, the Nibelungs. The Icelandic Saga. The discovery of America in the Sagas. The great cycles of Mediæval Romance. (A) The matter of France: The romance of Charlemagne and the Crusades. (B) The matter of Greece and Rome: The story of Troy, Thebes, Alexander. (C) The matter of Britain: Tristan and Isolt, King Arthur and Arthurian adventures, the Quest of the Holy Grail. The religious romances. Miracles of Our Lady. Legends of the Saints. The literature of vision. The problem of sin and redemption in the legends of Pilate, Judas, Robert the Devil, Tannhäuser, The Wandering Jew and Faust. The romances of Renard the Fox. The mediæval tale and short story.

Arthur F. J. Remy, Ph.D.
Collins Hall 21. 1-2.

ENG. S 159.—English Literature, 1660-1798. (2 points.)

A chronological study of the poetry of the period from Milton and Dryden to the publication of the *Lyrical Ballads*. The work of the Restoration verse makers; Pope and his "classical" successors; Gray, Collins, Warton, Goldsmith, Blake, Burns and Crabbe. The rise of the romantic spirit.

James E. Tobin, M.A.
Collins Hall 18. 10-11.

ENG. S 161.—Early Nineteenth Century Poetry. (2 points.)

The height of the Romantic Movement: Wordsworth, Coleridge, Shelley, Keats, Byron, Scott and the minor figures, in their own writings and in the criticism of their contemporaries.

Jesse H. Haley, Ph.D.
Collins Hall 21. 9-10.

ENG. S 166.—Later Nineteenth Century Prose. (2 points.)

Special emphasis on Thackeray, Ruskin, Arnold, Huxley, Pater, Stevenson and the novelists.

Jesse H. Haley, Ph.D.
Collins Hall 21. 11-12.

ENG. S 173.—American Literature, 1890-1910. (2 points.)

A study of the literature and literary movements in the United States between 1890 and 1910; their origins and the principal writers.

Joseph F. Cashman, Ph.D.
Collins Hall 24. 10-11.

ENG. S 174.—American Literature, 1910-1933. (2 points.)

A study of the literature and literary movements in the United States since 1910; their origins and the principal writers.

Joseph F. Cashman, Ph.D.
Collins Hall 24. 11-12.

ENG. S 183.—The Short Story. (2 points.)

A critical study and appreciation. The short story in current literature. The types. Analysis of the various types: thematic, character, complication, atmosphere.

JOSEPH F. CASHMAN, Ph.D.
Collins Hall 24. 1-2.

ENG. S 191.—Fairy and Folk-tales of Ireland. (2 points.)

Apart from her ancient Gaelic sagas, Ireland has a wealth of folk-tales and fairy-lore. In this course Dr. Douglas Hyde's and William Larminie's collections of stories gathered from the oral recital of Irish peasants will be studied in relation to the earlier Ossianic tales and poems. The type-story—step or ladder-type, transformation-type, *hubris*-type, retribution-type, *amadan*-type, chapbook-type, etc.—will be examined historically and æsthetically. The folk-tale has an important place in modern primary education, and this course should be of especial value to teachers in high schools.

JOSEPH CAMPBELL.
Collins Hall 23. 9-10.

ENG. S 193.—The Poets of the Irish Renaissance. (2 points.)

The value of the contribution of the Irish poets of the last twenty-five years to English literature is generally recognized. One of their number will give this course, which will include a study of the bardic method of chanting verse. The poems of William Butler Yeats, A. E., Emily Lawless, Padraic Colum, Seumas O'Sullivan, James Stephens, Austin Clarke and F. R. Higgins will be considered æsthetically and technically.

JOSEPH CAMPBELL.
Collins Hall 23. 10-11.

ENG. S 195.—The Irish Dramatists. (2 points.)

Irishmen have been prominent in English drama from the Seventeenth Century onwards. Selected scenes from the works of Congreve, Farquhar, Goldsmith, Sheridan, Yeats, Lady Gregory, Synge, Colum, Lennox Robinson and Daniel Corkery will be read aloud in class. Technique of speech and action, stage mechanics, the pattern of a play, etc., will be discussed.

JOSEPH CAMPBELL.
Collins Hall 23. 11-12.

ENG. S 201 - S 202.—Anglo-Saxon. (4 points.)

An introductory course in Anglo-Saxon language and literature. The main purpose of the course is to give students facility in reading English in its older and basic forms. Due attention is paid to phonology, inflection and syntax.

JOHN REBER, M.A., Litt.D.
Collins Hall 22. 10-12.

ENG. S 209.—Middle English. (2 points.)

Reading of representative literary works and selections, embracing the metrical romance, chronicles, poetry of debate, and religious poetry. Study of the phonology and inflections of Middle English.

JOHN REBER, M.A., Litt.D.
Collins Hall 22. 1-2.

ENG. 211 a.—The Philosophy of Literature. (2 points.)

This course will explain the basic factors of literature. It will start with a consideration of the Scholastic philosophical aspects of the beautiful and of the good. On this philosophy as a foundation, it will construct a definition of literature.

JOHN H. SCHIESWOHL, Ph.D.
Collins Hall 17. 9-10.

ENG. 214 a.—Principles of Literary Criticism. (2 points.)

This course will offer considerations on the nature of criticism, the intellectual element, the emotional element, imaginative element. It will give norms for criticising prose, poetry, and drama as a literary form.

(To be given Summer, 1934.) JOHN H. SCHIESWOHL, Ph.D.

ENG. 221 b - 222 b.—Social Backgrounds of Early English Literature. (4 points.)

A study of the social conditions in each period will be made by means of assigned readings and lectures. The more important works will be considered in relation to national life and influences. The reactions of the author's personality to contemporary ideals will be observed.

REV. JOHN P. MONAGHAN, B.D., Ph.D.
Collins Hall 19. 10-12.

ENG. S 231.—English Drama to 1600. (2 points.)

Continental church origins. Miracles, mysteries and moralities. Origins of comedy and tragedy. Traveling troupes; the universities; the theatre. The Renaissance contribution. The University wits. Marlowe; Chapman; the early Shakespeare.

JAMES E. TOBIN, M.A.
Collins Hall 18. 1-2.

FRENCH

Head of Department: ERNEST CHENEL, Ph.D.
Conference Hours: 12.30-1.00; 2.00-2.30.

REQUIREMENTS

All general requirements, rules and regulations concerning registration, matriculation and degrees are stated on pages 14 to 16 of this catalogue, and the Faculty Committee will conclusively presume that the students are cognizant of them.

Students are required to complete successfully all undergraduate courses or their equivalent before they can be admitted to any course marked 100 or over.

Candidates for graduate degrees are expected to have a fair ability to read French, and to understand the spoken language.

Candidates for graduate degrees must complete satisfactorily all courses given in French.

All candidates for graduate degrees in French should confer with the Head of the Department some time shortly after the opening of the University session.

FRENCH S A 1.—Elementary French. (2 points.)

This course comprises the rudiments of grammar, syntax and the inflection of the regular verbs; special attention is given to the correct pronunciation.

HENRI M. BARZUN, Ph.D.
Jouin Hall 24. 10-11.

FRENCH S 11.—College French. (2 points.)

This course will include: practical exercises in French prose composition; a thorough study of the French idioms and idiomatic expressions most commonly used in literature and in the spoken language; conversational drills; home and class readings.

BASIL G. D'OUAKIL, M.A.
Jouin Hall 25. 9-10.

FRENCH S 12.—College French. (2 points.)

This course is designed to give the student a working knowledge of both written and spoken French. It will include: practical exercises in advanced prose composition selected from the class topics and readings; short talks by the instructor on recent phases of the French novel and on French modern poetry; oral discussions and conversation. The class readings in prose and poetry will comprise selections from the works of Balzac, Maupassant, Merimée, Daudet, Bourget, Loti, Barrès, Bazin, Chateaubriand, Lamartine, Hugo, Coppée, Verlaine, etc.

BASIL G. D'OUAKIL, M.A.
Jouin Hall 25. 10-11.

FRENCH S 21.—Conversational French. (2 points.)

A course in conversational French designed for those who wish to acquire greater facility and ease in expressing themselves in the vernacular. Great emphasis is laid upon correct pronunciation and articulation. Questions of literary and economic interest are discussed. In order to afford greater diversity of topics of conversation, a part of the period is devoted to discussions of current events in French. American teachers of French should find this course very instructive and beneficial.

HENRI M. BARZUN, Ph.D.
Jouin Hall 24. 11-12.

Methods of Teaching French in Secondary Schools.
Cf. EDUC. S 159 f.

FRENCH S 155.—Eighteenth Century French Literature. (In French or in English.) (2 points.)

A lecture course on the philosophic age of French literature. The course will include: (1) a general survey of the Eighteenth Century in its various aspects—social, political and religious; (2) a biographical and critical study of the foremost writers of that period. Particular stress will be laid upon those philosophers, publicists, critics, novelists, dramatists, essayists, and historians, whose doctrines, as expounded in their more significant works, were most influential in creating public opinion and bringing about not only the French Revolution, but the advent of democratic government.

HENRI M. BARZUN, Ph.D.
Jouin Hall 2+. 9-10.

FRENCH S 171.—Corneille and His Dramatic Art. (In French.) (2 points.)

This course will comprise: (1) A brief survey of the evolution of French tragedy to Corneille; (2) A complete study of Corneille's life, genius and personality; (3) A comprehensive analysis of his various tragedies; (+) Reading, in French, of some of his best masterpieces; (5) A critical study of his dramatic art, plots, sources and characters.

ERNEST CHENEL, Ph.D.
Jouin Hall A. 10-11.

FRENCH S 195.—French Culture and Civilization from the Origins to 1600. (In French or in English.) (2 points.)

A study of the intellectual, political and cultural evolution of the French nation, from its origin to the end of the Renaissance period. Special emphasis on the parallel development of French history, thought, art and literature. Lectures, readings, papers and class discussions.

ERNEST CHENEL, Ph.D.
Jouin Hall A. 11-12.

FRENCH S 295.—Introduction to French Linguistics. (In French or in English.) (2 points.)

This practical course will deal with semantics or that branch of philology which is concerned with the study of the meanings of the words and the development of meanings; it will comprise the following topics; how words originate; their evolution; their reciprocal reaction; how they disappear. This course should be made a requisite part of the pedagogic equipment of every teacher of French; it will prove most beneficial for a better understanding, not only of the French language, but of English as well.

ERNEST CHENEL, Ph.D.
Jouin Hall A. 1-2.

GERMAN

Head of Department: ALFRED A. TAUSK, M.A.
Conference Hour: 1-2.

N.B.—Students are required to complete, successfully, all undergraduate courses before they can be admitted to any course marked S 100 or over.

The completion of GERMAN S a - b and GERMAN S 1 will be accepted by the College in satisfaction of the Elementary German entrance requirements.

GERMAN S a - b.—Elementary Course. (4 points.)

The course includes a thorough study of the basic principles of grammar, pronunciation, and vocabulary drill, easy exercises in reading and composition. The aim is to enable the student to read, write, speak and understand simple German.

ALFRED REMY, M.A.
Freshman Hall 2. 9-11.

GERMAN S 1.—Elementary Prose Reading. (2 points.)

The course begins with the simplest prose. No previous knowledge of German is required. The chief aim is to help the student lay the foundation for acquiring a reading knowledge of German.

ALFRED A. TAUSK, M.A.
Freshman Hall 4. 11-12.

GERMAN S 13.—Intermediate Reading. (2 points.)

(Prerequisite: GERMAN S a - b and S 1 or equivalent.)

The course is designed especially for students who have had the elementary course and who wish to increase their reading knowledge. It includes translation and sight-reading in texts selected on the basis of variety of style and vocabulary. It will also appeal to those who studied German some time ago and wish an opportunity for review.

ALFRED A. TAUSK, M.A.
Freshman Hall 4. 9-10.

GERMAN S 15.—Composition and Conversation. (2 points.)

(Prerequisite: GERMAN S a - b and S 1 or equivalent.)

The course aims to develop power in oral and written German. Translations from English into German; exercises in free composition; drill on vocabulary and idioms; review of the elements of grammar; conversation based on class work and special topics.

ALFRED A. TAUSK, M.A.
Freshman Hall 4. 10-11.

GERMAN S 121.—German Drama of the Nineteenth Century. (2 points.)

A survey of the development of the drama. Readings in Kleist, Grillparzer, Hebbel, Hauptmann. Lectures, reports and discussions.

ALFRED A. TAUSK, M.A.
Freshman Hall 4. 1-2.

GERMAN S 161.—Wagner and the Music-Drama, I. (2 points.)

The Flying Dutchman, Tannhäuser, Lohengrin, Tristan and Isolde, Meistersinger. A study of Wagner's place in music and literature, his theories regarding opera and drama, the treatment of historical and legendary subjects is followed by a detailed study of the dramas. Musical rendition of selected portions will accompany the lectures. The principal themes will be explained at the piano and for the performance the new electric Victor and Columbia records, made by the world's foremost singers and orchestras, will be used. It is hoped that the unusual opportunity offered by this course will appeal to many students outside the German Department. While a knowledge of the German language is a decided advantage, it is not an indispensable prerequisite.

ALFRED REMY, M.A.
Freshman Hall 2. 11-12.

GERMAN S 162.—Wagner and the Music-Drama, II. (2 points.)

The Ring of the Nibelung (Rheingold, Walküre, Siegfried, Göhterdämmerung) and Parsifal.

(To be given Summer, 1934.)

GERMAN S 171.—Goethe's Faust. (2 points.)

Study of sources. The original legend. Goethe's conception. Genesis and first sketch (Urfaust), Goethe's life as unfolded in the drama. Special emphasis laid on Part I. Lectures, readings, reports, discussions.

ALFRED REMY, M.A.
Freshman Hall 2. 1-2.

GOVERNMENT

(See Political Philosophy.)

GREEK

GREEK S a-b.—Beginner's Greek. (4 points.)

A rapid tutorial course for mature beginners and for students who wish to review or recapture their elementary Greek.

Text: *An Introduction to Greek,* Crosby and Schaefer (Allyn & Bacon).

GREEK S 2.—College Greek—Plato and Demosthenes. (2 points.)

REV. JOHN J. O'CONNOR, S.J.
Collins Hall 19. 9-10.

GREEK S 51.—College Greek Tragedy: Euripides, "Hecuba." (2 points.)

This is a tutorial course planned for students who have had at least a year of Greek.

HISTORY

FACULTY COMMITTEE

Science and Method of History;
Philosophy of History;
Antiquities and Middle Ages:

Head of Department and Chairman of Faculty Committee:
Rev. Demetrius B. Zema, S.J.
Conference hours, 2-3.30 P.M.

Modern European History:
Head of Department: Rev. Laurence K. Patterson, S.J.
Conference hours, by appointment.

Spanish Civilization and American History:
Head of Department: John Schuler, Ph. D.
Conference hours, by appointment.

SPECIAL REQUIREMENTS

All graduate students in History must satisfactorily complete a sixty-hour course in Science and Method of History and in Christian Antiquity and Philosophy of History. Thirty hours of seminar work are further required for M.A. candidates; Ph.D. candidates must complete sixty seminar hours.

Students should consult the Head of the Department for advice and approval as to the courses they wish to select.

All graduate students in History are expected to have a good general knowledge of the sequence of civilization from ancient to modern times, besides a complete mastery of the field of specialization. Therefore, before being formally admitted to candidacy for M.A. and Ph.D. degrees they must, when finished with required courses, take a comprehensive examination which is designed to reveal not only the results of work done in courses, but also the knowledge derived from independent study.

Apart from those required, students are advised to take such supplementary courses as they consider of benefit for that examination.

Attention is drawn to the fact that the Department of History is directly allied with the Department of Political Philosophy. Students should confer courses listed therein for additional work.

Attention is also drawn to the fact that courses in History are now offered in the Bronx Branch for the benefit of students living near that center of instruction.

NOTE: All lectures will be supplemented by atlas studies, required and suggested readings, reports, roundtable discussions and quizzes.

HIST. S 13 - S 14.—Modern European History. (4 points.)

A general survey of western Europe from 1500 to 1815. The Protestant Revolt; The Tudors and Early Stuarts; Thirty Years' War; The Age of Louis XIV.; commercial and colonial movements; society and culture; economic, social and religious institutions; "freethinking"; the French Revolution and Napoleon.

SYLVESTER J. HEMLEBEN, Ph.D.
Administration Building 2. 10-12.

Methods of Teaching History and Civics in Secondary Schools.
Cf. EDUC. S 173.

HIST. S 107.—Oriental Antiquity. (2 points.)

A survey of the civilization and culture of the Ancient East in the light of recent archæological exploration and discovery.

REV. J. G. O'NEILL, Ph.D.
Jouin Hall 6. 10-11.

HIST. S 110.—Roman History. (2 points.)

A survey of the Imperial period; progressive decline and fall of the Roman Empire.

REV. J. G. O'NEILL, Ph.D.
Jouin Hall 6. 11-12.

HIST. S 121.—History of the Thirteenth Century. (2 points.)

A study of the mediæval appropriations of classical and Christian thought and letters; the universities; the rise of vernacular literatures; religious drama; poetry and romance. Chivalry: rise and decline. Social life and manners among nobles, burghers and peasants. Arts and science.

ARTHUR F. J. REMY, Ph.D.
Jouin Hall 15. 11-12.

HIST. S 123.—The Culture and Civilization of the Fourteenth Century. (2 points.)

Study of the various factors: religious, moral, philosophical, artistic, literary, political, social, economic and racial, which were at work in European history during the transition from mediæval to modern civilization and culture. Special attention will be paid to the works of Dante as representing the full maturity of the mediæval mind and at the same time the heralding of the Renaissance.

REV. GERALD G. WALSH, S.J.
Jouin Hall 18. 9-10.

HIST. S 143.—Spanish-America. (2 points.)

The rise of Spanish-American Republics: relations with one another, with Europe and with the United States from 1808 to date. The Monroe Doctrine; Pan-Americanism; present situation.

JOHN SCHULER, Ph.D.
Jouin Hall 2. 9-10

HIST. S 161.—American History—Colonial Period, 1492 to 1783. (2 points.)

European beginnings; settlement of British Colonies; conflict with France for control of North America; causes, events and results of American Revolution.

JOHN SCHULER, Ph.D.
Jouin Hall 2. 10-11.

HIST. S 168.—American History—The United States Since 1898. (2 points.)

The aim of this course is to assist in understanding our own times through a study of the main political, social and international features of American life and thought since the Spanish-American War.

JOHN SCHULER, Ph.D.
Jouin Hall 2. 11-12.

HIST. S 201 - S 202.—Science and Method of History. (4 points.)

(Required for M.A. and Ph.D.)

A systematic study of the logic of historical investigation and reconstruction, designed to acquaint students with the scientific nature, scope and function of history. It comprises (a) *Heuristic:* discovery, description and location of source-material; bibliography; principles and practical method of research. (b) *Historical Criticism:* principles, criteria, and auxiliary sciences applied to determine the authenticity, integrity of documents, and the interpretation and truthfulness of their content. (c) *Synthesis:* principles, logical aids (analogy, hypothesis, induction) and method that guide the reconstruction of facts and events in their true organic relations.

REV. DEMETRIUS B. ZEMA, S.J.
Library. 9-11.

HIST. S 221.—The Protestant Revolt on the Continent. (2 points.)

(Required for M.A. and Ph.D.)

Study of the religious, political, economic and social conditions, together with the personalities and principles bearing on the revolt on the Continent and in England. The Reform from within; the Council of Trent.

REV. LAURENCE K. PATTERSON, S.J.
Jouin Hall 4. 11-12.

HIST. S 237.—Protestant Revolt in England. (2 points.)

Principles and personalities involved in the religious history of the English people during the Fifteenth and Sixteenth Centuries: Wycliffe and the beginning of Lollardy; Cardinal Beaufort and the clergy in politics; Provisors and Præmunire; the Tudor Cæsarism; Wolsey and the divorce of Henry VIII.; Cranmer and the breach with Rome; Sir Thomas More and the Carthusians; Cardinal Pole and the real Reform; Edward VI. and imported Protestantism; Mary Tudor's troubles; the Church under Queen Elizabeth.

REV. LAURENCE K. PATTERSON, S.J.
Jouin Hall 4. 1-2.

ITALIAN

ITALIAN S 11 - S 12.—College Italian. (4 points.)

(Prerequisite: at least two years of Italian).

The course will include: (1) practical exercises in prose composition; (2) reading of modern prose selections; (3) a systematic study of idioms found in reading and spoken Italian; (4) dictation and oral comprehension; (5) reports on cultural readings; (6) conversational drills.

JOHN M. PITTARO, M.A.
Jouin Hall 29. 9-11.

ITALIAN S 15.—Composition and Conversation. (2 points.)

A thorough study of syntax, idioms and word formation; conversation of practical topics, dictation, translation and exercises in original composition. A course designed for students who have not had much experience in writing and speaking Italian.

JOHN M. PITTARO, M.A.
Jouin Hall 29. 11-12.

LATIN

Head of Department: FRANCIS PRISTERA, Ph.D., Litt.D.

Conference hour: 12-1, and by appointment.

REQUIREMENTS

1. Three years of high school work is a prerequisite to undergraduate courses. Sixteen undergraduate points are required for the degree of Bachelor of Arts. Latin is not required for the degree of Bachelor of Science. It may, however, be taken as an elective.

2. No one will be admitted as a candidate for a graduate degree in Latin who is not able to read at sight Latin texts of ordinary difficulty. Graduate students in Latin are expected to take all courses marked S 200 and over.

3. Theme work will be required in all courses in Latin.

LATIN S 11.—Latin Composition, I. (2 points.)

Latin composition for undergraduates of Freshman year.

ALEXANDER AUSILI, M.A.
Jouin Hall 22. 9-10.

LATIN S 15.—Livy: Book XXI. (2 points.)

Style and sources of Rome's prose epicist. Advanced composition, with particular stress on historical style.

CYRIL EGAN, B.A.
Jouin Hall 23. 9-10.

LATIN S 17.—Cicero: "Pro Lege Manilia." (2 points.)

The speech of Pompey's Command rhetorically analyzed. Brief review of syntax. Cicero's *In Verrem* will also be read to contrast the work of the orator in a flawless cause with his work as political propagandist.

CYRIL EGAN, B.A.
Jouin Hall 23. 10-11.

LATIN S 18.—Cicero: Second Philippic. (2 points.)

Study of historical background and of rhetorical points. Comparison of the three Antonys: The *Antony* of Cicero, of Plutarch, and of Shakespeare's *Julius Cæsar*.

CYRIL EGAN, B.A.
Jouin Hall 23. 11-12.

LATIN S 21.—Tacitus: "Agricola." (2 points.)

ALEXANDER AUSILI, M.A.
Jouin Hall 22. 10-11.

LATIN S 22.—Horace: "Ars Poetica" and Selected "Epistles." (2 points.)

ALEXANDER AUSILI, M.A.
Jouin Hall 22. 11-12.

LATIN S 203.—Statius: "Silvæ." (2 points.)

FRANCIS PRISTERA, Ph.D., Litt.D.
Jouin Hall 16. 9-10.

LATIN S 205 - S 206.—Pliny: Letters. (4 points.)

A study of the most important letters with a view to interpreting the private and public life of the Romans during the reign of the Emperor Trajan.

FRANCIS PRISTERA, Ph.D., Litt.D.
Jouin Hall 16. 10-12.

MATHEMATICS

Head of Department: JOHN J. O'CONNOR, M.A.

MATH. S 13.—Solid Geometry. (2 points.)

Simple models constructed and studied. Theorems and problems, with practical applications.

SAMUEL WITHERS, M.A.
Physics Hall 106. 1-2.

MATH. S 15.—Plane Trigonometry. (2 points.)

Trigonometric functions; circular measures; logarithms; functions of angles; relation of functions; solution of right triangle and plane triangle.

WILLIAM T. SHIELDS, B.Sc.
Physics Hall 107. 9-10.

MATH. S 21.—College Algebra. (2 points.)

This course embraces all the higher algebraic conceptions, permutations and combinations; logarithms; determinants; complex numbers; theory of equations; undetermined coefficients; partial fractions; Horner's method of approximation, etc.

WILLIAM T. SHIELDS, B.Sc.
Physics Hall 107. 10-11.

MATH. S 31.—Analytic Geometry (Plane). (2 points.)

Systems of co-ordinates, loci and equations, straight line, circle, parabola, hyperbola.

SAMUEL WITHERS, M.A.
Physics Hall 106. 11-12.

MATH. S 41.—Differential Calculus. (2 points.)

Geometrical and physical applications of the derivative. Problem of rates. Maxima and minima. Curvature. Partial differentiation.

WILLIAM T. SHIELDS, B.Sc.
Physics Hall 107. 11-12.

MATH. S 42.—Integral Calculus. (2 points.)

Integration of standard forms. Constant of integration. The definite integral. Integration applied to curves, areas and volumes.

WILLIAM T. SHIELDS, B.Sc.
Physics Hall 107. 1-2.

Methods of Teaching Mathematics in Secondary Schools.

Cf. EDUC. S 180 - S 181.

Differential Equations.

Cf. PHYS. S 103.

Vector Analysis.

Cf. PHYS. S 101.

Fundamental Problems in the Philosophy of Mathematics.

Cf. PHYS. S 205.

PHILOSOPHY

DR. DOWNING, FR. SUMMERS, S.J., FR. LAMBE

Conference hours by appointment.

Fundamentals of Scholastic Philosophy, the course required for graduate students, will not be offered at the Summer Session. This requirement may not be satisfied by any of the courses listed below.

PHIL. S 11.—Logic. (2 points.)

Apprehension and the Idea. The Term. Judgment. The Categorical Proposition. Eduction. The Act of Inference. The Hypo-

thetical Proposition. The Process of Inference. The Mixed Hypothetical Syllogism. The Categorical Syllogism. Other Types of Argument. The Predicables and the Categories. Logical division. Definition. Fallacies.

Rev. John J. Toohey, S.J.
Jouin Hall 6. 9-10.

PHIL. S 21.—Epistemology, Part I. (2 points.)

(Prerequisite: PHIL. S 11.)

Truth: Ontological, logical and moral. Falsity. Logical truth and falsity completely found in the judgment only. General and partial causes of error. States of the mind in relation to truth. Ignorance. Doubt. Suspicion. Opinion. Certitude. Metaphysical, physical and moral certitude. Natural and philosophical certitude. Universal and partial scepticism. Descartes' Methodic Doubt.

Rev. John J. Colligan, S.J.
Jouin Hall 4. 10-11.

PHIL. S 22.—Epistemology, Part II. (2 points.)

(Prerequisite: Epistemology, Part I.)

The means of acquiring truth and certitude: the external and internal senses; their validity; exposition and criticism of the different theories of sense-perception; phenomenal idealism; physical realism; representative and presentative realism; Kantianism; intellect and its different functions; reasoning, intellectual memory and consciousness; conscience. Belief in divine testimony, in human testimony, regarding present and past events. Oral tradition; monuments; history; doctrinal testimony.

Universal ideas; nominalism; exaggerated realism; modern realism. The ultimate and universal criterion of truth and certainty; traditionalism; subjective criteria; objective evidence.

Rev. Joseph S. Hogan, S.J.
Jouin Hall 7. 9-10.

PHIL. S 31.—Elements of Ontology and Cosmology. (2 points.)

(Prerequisite: PHIL. S 21 and S 22.)

The notion of being. The Categories. Value of the notion of substance and of efficient cause. Potency and act. Principles of being. Preliminary notions, discussion of materialism, pantheism, idealism, pragmatism. Creation. Hylomorphism, and opposing theories. Properties of bodies. Laws of nature.

Rev. Peter J. Lambe, Ph.D.
Jouin Hall 18. 10-11.

PHIL. S 41.—General Psychology, I. (2 points.)

(Prerequisite: PHIL. S 31.)

Life; defined, its grades, origin. The principle of life in the plant and the brute animal. Sensation. The external and internal senses. The sensitive appetite. The passions.

Joseph R. Sherlock, A.B.
Jouin Hall 17. 9-10.

PHIL. S 42.—General Psychology, II. (2 points.)

The human soul; one, abiding, substantial principle of life in man. Its simplicity, spirituality and immortality. Intellectual life. Rational appetency.

PATRICK J. DOWNING, Ph.D.
Jouin Hall 19. 9-10.

PHIL. S 51.—General Ethics. (2 points.)

Ethics; its nature, object, necessity. Beatitude. Morality of volitional acts. The determinants of morality. The eternal law. The natural law.

REV. IGNATIUS W. COX, S.J.
Jouin Hall 8. 11-12.

PHIL. S 52.—Individual and Social Ethics. (2 points.)

Man a social being, morality of society; conjugal society, the marriage contract, divorce; parental society; industrial society, private ownership, socialism, wages, the living, minimum wage, strikes, boycotts, unions, civil society, origin, authority; the State not an end in itself; its primary and secondary purposes; the Church and State; their respective spheres, their relations; nations and the moral law, international law.

REV. GEORGE BULL, S.J.
Jouin Hall A. 9-10.

PHIL. S 61.—Natural Theology, I. (The Existence of God, One and Personal). (2 points.)

Natural theology defined. The names and concepts of God. Various opinions concerning God: atheist, polytheist, pantheist, deist, monotheist. Errors concerning source of man's knowledge of God: the argument *a simultaneo,* ontologism, innate ideas, traditionalism, Kant's practical reason, sentimentalism, fideism, modernism, pragmatism. Refutation of all these errors. Arguments for God's existence: from produced being, from the order of the world, from the universal consent of mankind. The oneness and personality of God explained and proved. Supplementary arguments for God's existence: from motion; from contingent being, from perfections of creatures, from mankind's acknowledgment of moral obligation.

REV. WILLIAM J. BROSNAN, S.J.
Administration Building 2. 8.45-10.

PHIL. S 108.—History of Scholasticism, II. (2 points.)

Scholastic Philosophy after St. Thomas: Scotus and the Franciscan school. Secondary schools: Latin Averroism, neo-platonism, empirical school. Decline of scholasticism: Ockham, Ockhamism, Scotism, Thomism. Later mysticism, restoration of scholastic philosophy in Spain. Scholastic philosophy in the Eighteenth and Nineteenth Centuries. Neo-scholasticism.

PATRICK J. DOWNING, Ph.D.
Jouin Hall 19. 11-12.

PHIL. S 113 - S 114.—History of Modern Philosophy. (4 points.)

(Required for M.A. and Ph.D.)

Cartesianism: Exposition, appreciation and criticism of Descartes' system and its developments; the occasionalism of Genlincx; the ontologism of Malbranche; the pre-established harmony of Leibnitz; the pantheism of Spinosa.

Empiricism: Exposition and criticism of the empirical sensism of Locke; the objective idealism of Berkeley; the phenomenal scepticism of Hume. Positivism, rationalism; agnosticism—Darwin and theories of evolution. Mill; Spencer. Transition to Kant.

German Idealism: Kant. An exposition and criticism of Kant's philosophy. The development of Kant by Fichte, Schelling, Hegel, Schopenhauer. Nietzsche. Contemporar- American philosophy. James, Royce, Dewey. Realism, idealism, relativism, pragmatism, humanism.

N.B.—The different theories of knowledge set forth by the above philosophers, from Descartes to Dewey, explained and criticised; by way of contrast to each of the systems of modern philosophy, the teachings of scholasticism are always stressed.

Rev. Michael J. Mahony, S.J.
Jouin Hall 8. 9-11.

PHIL. S 132.—Advanced General Ontology. (2 points.)

(Required for M.A. and Ph.D.)

(Prerequisite: PHIL. S 31.)

The categories of Aristotle as divisions of Being. Substance and defense of its objectivity against Positivism. Nature and personality. Accidents in general. Relations. The causes of Being. Definition of cause and vindication of its objectivity. The Aristotelian division of causes: efficient, final, material, formal.

Rev. Peter J. Lambe, Ph.D.
Jouin Hall 18. 11-12.

PHIL. S 135.—Advanced Cosmology, II. (2 points.)

The philosophy of the inorganic world; the origin and formation of the material universe; discussion and criticism of ancient and modern theories concerning the origin and formation of the world. Creation. The constitution of matter.

Patrick J. Downing, Ph.D.
Jouin Hall 19. 10-11.

PHIL. S 148.—Philosophy of Evolution. (2 points.)

Meaning of species, stock, variety. Biological species. The variability of organisms. The essential differences. Fact and evidence. Origin of multiplicity of species.

Rev. Joseph A. Murphy, S.J.
Jouin Hall 4. 9-10.

PHIL. S 241.—Advanced General Psychology. (2 points.)

The scholastic exposition of mind and consciousness. The faculty theory: misconceptions of the faculty theory. Modern attempts to

define mind and mental functions. Complexes and dissociation. The subconscious and the unconscious mind. Sleep, dreams, hypnosis and the phenomena of suggestion and telepathy. Psychological aspects of personality. Multiple and co-conscious personalities. Unity and substantiality of the mind.

Rev. Walter G. Summers, S.J.
Jouin Hall 7. 10-11.

PHIL. S 255.—Psychology of Mysticism. (2 points.)

The psychology of religious experience: retreat, revival, conversion. Hallucinations, pseudo-hallucinations, illusions. Mystical intuition in neo-platonism, Yogism, Buddhism, Moslem mysticism. Mystical experience in the Orthodox Catholic contemplatives. Varieties of mystical experience. Quietism. The essential and the accidental in the mystical states. Phenomena of the cognitive and affective orders. Ecstasy. Visions, stigmatization, levitation. The explanations of non-Catholic psychologists and psychiatrists. The ontology and theology of Christian mysticism.

Rev. Walter G. Summers, S.J.
Jouin Hall 7. 11-12.

PHYSICS

Head of Department: Rev. John J. Lynch, S.J.

Assistants: William P. Hurley, M.S.
William T. McNiff, M.A.

PHYS. S 11.—Mechanics, Heat and Sound. (4 points.)

A lecture and laboratory course embracing the first half of the course in General Physics required for a B.A. degree. The course will consist of three hours of lecture daily and one two-hour laboratory period daily.

This course will be given from July 5 to July 21.

Lectures: 10-12 and 1-2.

Laboratory: 2-4.

Fee, $50.00.

PHYS. S 12.—Electricity and Light. (4 points.)

A lecture and laboratory course similar to the above, but embracing the second half of the course in General Physics.

This course will be given from July 21 to August 10.

Lectures: 10-12 and 1-2.

Laboratory: 2-4.

Fee, $50.00.

PHYS. S 101.—Vector Analysis. (2 points.)

A lecture course of one hour daily. The topics treated will be: Scalar and vector products, scalar and vector functions of position in space and linear vector functions.

Lectures: 10-11. Rev. F. W. Sohon, S.J.

PHYS. S 103.—Elementary Differential Equations. (2 points.)

REV. F. W. SOHON, S.J.

Lectures: 9-10 daily.

PHYS. S 109.—Introduction to Modern Physics for Teachers of Philosophy. (2 points.)

Lectures: 10-11.

Fee, $25.00.

PHYS. S 111 - S 112.—Advanced Electricity and Magnetism. (4 points.)

A lecture and laboratory course treating in detail the important topics of the above subject: Magnetostatics, electrostatics, electromagnetics, varying and alternating currents and Maxwell's equations. The course will consist of forty-five lecture periods and fifteen two-hour laboratory periods.

Lectures: 11-12 and 11-1 on alternate days.

Laboratory: 2-4 on alternate days.

Fee, $50.00.

PHYS. S 201 - S 202.—Seismology, I. (3 points.)

A lecture course embracing the first part of the science of seismology. The course will consist of one hour of lecture daily and one two-hour laboratory period on *alternate days.*

Lectures: 1-2.

Laboratory: 2-4.

Fee, $42.50.

PHYS. S 203 - S 204.—Seismology, II. (3 points.)

A course similar to the above, but covering the second part of the science of seismology.

Lectures: 1-2.

Laboratory: 2-4.

Fee, $42.50.

PHYS. S 205.—Fundamental Problems in the Philosophy of Mathematics. (2 points.)

A lecture course of one hour daily which will treat the following topics: Axioms, cardinal number, continuity, transfinite number, geometry of extended reality and allied topics.

REV. F. W. SOHON, S.J.

Lectures: 10-11.

PHYS. S 211.—Theoretical Physics, I. (2 points.)

A lecture course of one hour daily. The topics treated will be: The motion of free material particles, general principles of mechanics, motion of rigid bodies, general theory of vector fields, general theory of vibrations and waves, motion of deformable bodies and the theory of the potential.

Lectures: 11-12.

PHYS. S 212.—Theoretical Physics, II. (2 points.)

A lecture course of one hour daily. The topics treated will be: Electricity and magnetism, Maxwell's theory of the electromagnetic field and the theory of light.

Lectures: 9-10.

PHYSIOLOGY

PHYSIOL. S 23 - S 25.—Physiology and Hygiene. (4 points.)

The following subjects will be treated:

Muscle and Nerve.—Voluntary and involuntary muscle and their reaction to mechanical, thermal, chemical and electrical stimulation, etc. Ciliary movement.

Hæmodynamics.—The blood; mechanics of the circulation; the phenomena of the heart-beat; the pulse; the innervation of the heart and the blood vessels. Lymph—formation; composition, etc. Effects of respiration on circulation.

Respiratory System.—Chemistry of respiration; respiratory movements and their regulation; tissue respiration.

Digestive System.—Digestion in the mouth, the stomach and the intestines. Metabolism. Animal heat. Food and diet. The endocrine glands.

Nervous System.—The neuron; the spinal cord; reflex action; spinal shock. The brain. The autonomic system. Sensation and organs of special sense.

PETER J. CONROY, Ph.G., Ph.D.

Fee, $30.00. Pharmacy Building 1. 10-12.

POLITICAL PHILOSOPHY

FACULTY COMMITTEE

Political History and Theory:
Sociology:

Head of Department and Chairman of the Faculty Committee:
REV. MOORHOUSE I. X. MILLAR, S.J.
Conference hours: Monday, Wednesday and Friday, 1-2, and by appointment.

Law and Government, and International Affairs:

Head of Department: LOUIS J. POTTS, Ph.D., LL.M.
Conference hours: Tuesday, Thursday and Saturday, 1-2, and by appointment.

Economics:

MORRIS C. DESHEL, M.A., J.S.D.
ARTHUR CLAYDON, Ph.B.
ANDRÉE M. EMERY, M.A.
Conference hours: By appointment.

It will be noted that the program of this department includes subjects usually listed under the social and political sciences, as well as courses in Political Philosophy proper. The reason for this subordination—unusual in these days—of the scientific to the philosophical is two-fold: first, because scientific method alone has proved itself inadequate to discover, formulate and maintain the sound fundamental principles underlying social, economic, legal and political problems; second, because the historical record rather conclusively shows that philosophy has had very much more to do with social, economic, legal and political developments than has been allowed for by the recent methods of scientific approach, based, as most of them are, upon a purely naturalistic theory of evolution.

The aim of the department, therefore, is primarily, to ascertain the soundness of the "Philosophia Perennis" in the light of historical experience, and to bring it into line with present actualities in the established order in so far as these may be allowed to be "de jure"; secondly, to take into consideration the legitimate findings of the social and political sciences duly restricted to their own proper field of investigation; and, thirdly, to show the bearings of both philosophy and science on present-day national and international problems in these several fields.

POL. S 11.—Elementary Economics. (2 points.)

Its relation to ethics. Method employed by the science. Schools: Liberal, Socialist, Catholic, Historical. Wealth, value, price. Production. Factors of production: Nature, labor, capital. Exchange, Money. Money and prices. Inflation and contraction. Depreciation. Credit. Consumption of wealth. Rent. Interest, profits, wages.

MORRIS C. DESHEL, M.A., J.S.D.
Jouin Hall 17. 10-11.

POL. S 14.—Advanced Economics. (2 points.)

This course embraces a series of lectures on the following subjects:

1. *Banking.*—History. Kinds of banks in the United States. Their nature and functions.

2. *Commerce.*—Domestic and foreign trade. Causes and advantages of exchange. Mechanisms of exchange. Tariffs. Protection and free trade.

3. *Transportation.*—Railroads: Growth; groups; charges; alleged evils. Interstate Commerce Commission. Government regulation. Government ownership.

4. *Corporations.*—Trusts. Advantages and disadvantages of larger corporations. The trust problem.

5. *Government Revenue.*—Sources. Taxation: Kinds; incidence and shifting of taxes, principles of taxation. Public debt.

6. *Insurance.*—History. Nature and advantages. Theory. Kinds of insurance. Industrial insurance. Compensation laws.

MORRIS C. DESHEL, M.A., J.S.D.
Jouin Hall 17. 11-12.

POL. S 16.—Economic History of the United States. (2 points.)

The division of the subject is as follows: Early settlements in the new world. Physical geography. Colonial times. The colonial policy of England. The Revolution and its economic causes. Financing of the Revolutionary War. Banking in the United States. The Westward movement—its causes and effects. Commerce. Industries. Labor.

Rev. Edmund J. Burke, S.J.
Jouin Hall 2. 1-2.

SPECIAL DEPARTMENTAL REQUIREMENTS

All general requirements, rules and regulations concerning registration, matriculation and degrees are stated on pages 14 to 16 of this catalogue, and the Faculty Committee will conclusively presume that the students are cognizant of them.

It is the reasoned judgment of the Faculty Committee of the Department that the proper and essential foundation of all really sound graduate specialization in any segment of the field of Political Philosophy is a broad and well-balanced cultural background in the activities of the entire field.

In order to insure the attainment of such a proper scholarly training and perspective, all prospective candidates for degrees are required to pursue to completion the courses, hereinafter indicated as prescribed, before taking up work in their chosen field of specialization.

It is to be further understood, however, that it lies wholly and solely within the discretion of the Faculty Committee of the Department to waive, either provisionally or permanently in any particular case, any of these prescribed background courses. As a general rule, where the candidate making such application is able to submit proper proof to them that the subject-matter of such course or courses has been already equivalently covered, they are willing to exercise such discretion and indorse an appropriate substitution.

While generally speaking, graduate courses and seminars are open only to graduate students, it lies always within the discretion of the Faculty Committee of the Department to authorize the admission to these courses of such special students as they may deem fully qualified. No first-year students, however, whether graduate or special, will under any circumstances be regarded as eligible to pursue any of the special reading and research courses under supervision which are hereinafter noted. All such courses involve work of a highly specialized character and admission to them is exclusively and definitely limited to advanced special and graduate students.

Apropos of the special reading and research courses, the particular subject-matter of which is not formally specified, it is to be noted that throughout the regular session, the Summer session, and the between-session periods, individual assignments adapted to the present needs of advanced graduate and special students, and carried on under the regular personal supervision and direction of one or more members of the staff, may be arranged for with the formal approbation of the Departmental Faculty Com-

mittee. It is to be understood, however, that such assignments are strictly limited to subject-matter not covered in the actual scheduled working program. All credit allowances, if any, for such courses lie solely within the discretion of the Faculty Committee. The unconditional prerequisite for such courses is advanced special or graduate standing.

Pursuant to their policy of anticipating and providing for the current needs—in so far as these are ascertainable—of their actual and prospective student body, the Departmental Faculty Committee has selected from the complete program of the Department of Political Philosophy the following group of courses which will be offered for the period covered by this bulletin:

I. POLITICAL HISTORY AND THEORY

POL. S 307.—Seminar on the Principles of Democratic Government. (2 points.)

Account will be taken of recent condemnations or criticisms of Democratic Government, and the possibilities of a sounder system will be examined in the light of Philosophy and Sociology as applied to the unsifted traditional doctrines that have been popularly maintained.

Rev. Moorhouse I. X. Millar, S.J.
Jouin Hall 14. 9-10.

POL. S 317 - S 318.—Reading and Research in the Field of Political History and Theory.

During all the sessions of the University, and in the intervals between them, special assignments adapted to the present needs of individual students, under the regular direction and supervision of the staff, may be arranged for with the approval of the Departmental Faculty Committee. The credit allowance, if any, for such work to be determined in each case by such committee. The purpose of these courses is to systematically and critically direct the efforts of the student in developing a comprehensive, well co-ordinated and discerning study of the designated subject-matter or a major segment thereof. The method of procedure contemplates original research, the comparison, interpretation and evaluation of factual data, the summarization of results by means of periodic précis, conference, and discussion.

II. LAW AND GOVERNMENT, AND INTERNATIONAL AFFAIRS

A. LAW AND GOVERNMENT.

POL. S 123 - S 124.—History and Philosophy of the American Constitution. (4 points.)

This course covers: (a) A careful study of the nature and content of the United States Constitution itself; (b) its historical background, *i.e.,* the mediæval political ideals and institutions in which it is rooted, and their later developments in England and

the Colonies, the proximate history of the Constitution as seen in the deliberations of the Constitutional Convention of 1787, its divergencies, compromises; (c) the later growth of the Constitution, *i.e.*, the men and the controversies that have most conduced to its interpretations, expansion or modification down to the present day.

Rev. Moorhouse I. X. Millar, S.J.
Jouin Hall 14. 10-12.

POL. S 129.—State and Local Government in the United States. (2 points.)

It is the purpose of this course to examine comprehensively the several subordinate units included in our American system of government, to direct attention to their major problems, and to discuss critically their current trends of development.

Louis J. Potts, Ph.D., LL.M.
Jouin Hall 12. 9-10.

POL. S 329 - S 330.—Reading and Research in the Field of Law and Constitutional Government.

See POL. S 317 - S 318 above.

B. INTERNATIONAL AFFAIRS.

POL. S 183 - S 184.—The Foreign Relations of the United States to the World War Peace Settlements. (4 points.)

The aim of this course is to fully develop, against the then existing social and political backgrounds, both at home and abroad, the international relations of our Republic from the birth of the nation to the World War Peace Settlements. A critical evaluation of the more salient features and significant trends of our progressive International Development will parallel the entire treatment.

Louis J. Potts, Ph.D., LL.M.
Jouin Hall 12. 10-12.

POL. S 395 - S 396.—Reading and Research in the Field of International Affairs.

See POL. S 317 - S 318 above.

III. ECONOMICS

POL. S 141 - S 142.—History of Economic Institutions. (4 points.)

(Prescribed for all graduate students majoring in the Department.)

The aim of the course is to give a view of the whole field of economic activity and to show how the present complex industrial order developed. Among the topics to be considered will be the following:

The stages in economic evolution—primitive, pastoral, agricultural, handicraft, industrial. The economic theories of Plato and Aristotle. The economic institutions of the Romans. The feudal manor as an economic unit. The economic theories of the schoolmen and theologians of the Middle Ages, with emphasis on the teachings of Thomas Aquinas. The Guild System in the Fourteenth and Fifteenth Centuries. Mercantilism—Colbert—Serra—Mun. The physiocratic school—Quesnay—Turgot. Adam Smith's "Inquiry into the Nature and Causes of the Wealth of Nations." The effect of the industrial revolution on the philosophy of individualism. The classical school—laissez-faire. Bentham, Malthus, Ricardo, Mill. Marxian economic theories. The historical school. Contributions of the American economists, Hamilton, Carey, Raymond. The characteristics of the present industrial order. Specialization. Co-operation. Machine production. The relation of the State to industry. Neo-mercantilism. The recent trend of economic thought. The theories of value, the marginal productivity theory, the use of statistical data.

MORRIS C. DESHEL, M.A., J.S.D.
Jouin Hall 17. 1-3.

POL. S 153 - S 154.—General Economic History Since the Industrial Revolution. (4 points.)

It is the purpose of this course to examine into and discuss critically that epochal era in the world's economic development known as the Industrial Revolution, and the results which have grown out of it.

The progressive treatment of the subject-matter will formulate sequentially—against a background of varying and changing national conditioning factors—the larger economic problems of the nations down to our own time. Finally, the major significances, both national and international, of these problems will be emphasized from the standpoint of the world's essential economic interdependence.

ARTHUR CLAYDON, Ph.B.
Jouin Hall 14. 1-3.

POL. S 155.—Social and Economic Planning. (2 points.)

This course will deal with the aim and purpose of planning. The different schemes of planning, economic councils, trade associations, etc.

Special emphasis will be put on the problem of control.

ANDRÉE M. EMERY, M.A.
Jouin Hall 21. 9-10.

See POL. S 165.

POL. S 349 - S 350.—Reading and Research in the Economic Field.

See POL. S 317 - S 318 above.

IV. SOCIOLOGY

POL. S 161 - S 162.—Sociology, I. (4 points.)

(Prescribed for all graduate students majoring in the Department.)

It is the purpose of this course to develop a comprehensive and co-ordinated survey of the results of modern sociological study and research which will serve as an adequate foundation for more advanced specialization in this field. The major accepted conclusions of modern sociological thought will be critically examined and evaluated in the light of the principles of sound scientific induction.

The proposed treatment of the subject-matter will develop sequentially: the methodology of the science; its major concepts; the geographical, technical, cultural, and psychological conditioning factors of human society; the origin, forms, functions, and development of the family and the State; the several forces of social control; the motivation and processes of social control; social causation; the major maladjustments of the social aggregate, both causally and remedially.

The foregoing treatment will be checked, when necessary, by a further evaluation of certain accepted sociological conclusions from the standpoint of a sound social philosophy.

ANDRÉE M. EMERY, M.A.
Jouin Hall 21. 10-12.

POL. S 165.—Social Problems. (2 points.)

The aim of this class will be to locate the significant problems of our present-day society and to appraise the current approaches to them.

It will be concerned with such questions as population problems, race problems, labor problems, problems of the emancipated woman, etc.

ANDRÉE M. EMERY, M.A.
Jouin Hall 21. 9-10.

(This course will be offered as an alternative to POL. S 155, and the one having the largest number of registrants will be given.)

POL. S 371 - S 372.—Reading and Research in the Field of Sociology.

See POL. S 317 - S 318 above.

RELIGION

REL. S 107.—Introduction to the Holy Bible. (2 points.)

Divine Authorship; inerrancy; the Bible in relation to science and history; rules for interpretation; Catholic and Protestant versions; the Catholic and Bible reading.

REV. EDWIN D. SANDERS, S.J.
Collins Hall 22. 9-10.

A Course of Study in Religion for Elementary Schools. (2 points.)

Cf. EDUC. S 196.

Methods of Teaching Religion. (4 points.)

Cf. EDUC. S 197 - S 198.

REL. S 126.—Principles of Religious Education. (2 points.)

This course aims to lay the basis of a scientific theory of religious education in Catholic schools by considering the facts of the closely related sciences bearing directly upon the development of a Catholic character. A consideration of the aims, materials, philosophy, methods and programs of affecting a more integrating function of religion. Comparative study of theories; personality; character; character and conduct motivation; issues to be met with in religious education.

Rev. Joseph A. Koonz, M.A.
Physics Hall 102. 9-10.

REL. S 130.—Personnel Administration. (2 points.)

This course is intended for those who intend to specialize with adolescent and college students. Counselling in high school and college. Survey of the general scope and character of personnel work; objectives of guidance; psychological considerations; organization and administration; vocational and educational guidance; work of counsellor; tests, records; research. Psychology of adolescence reviewed; interviewing; various methods of helping young people solve problems confronting them.

Rev. Joseph A. Koonz, M.A.
Physics Hall 102. 10-11.

SCIENCE

SCI. S 1 - S 2.—(4 points.)

Lecture course treating in popular style the general principles of physics, chemistry and biology.

Ten lectures a week for six weeks.

Peter J. Conroy, Ph.G., Ph.D.
Pharmacy Building 1. 1-3.

SCI. 71 - 72.—Food and Nutrition. (4 points.)

In this course, the essentials of an adequate diet for individuals and groups of different ages and different conditions of health and activity will be discussed. Special emphasis will be placed on dietary needs of the growing child and the ways in which the parents or teacher who has a working knowledge of nutrition can contribute to the health and well-being of children by the practical application of the principles of nutrition to daily living. This course will be of special interest to social workers and teach-

ers of home economics and physical education. It will be equally helpful to elementary and high school teachers and teachers in continuation schools.

HELEN LIDDELLE JONES, M.A.
Pharmacy Building 2. 9-11.

(For other science courses look under Biology, Chemistry, Physics, and Physiology.)

SOCIOLOGY

(See Political Philosophy.)

SPANISH

SPANISH S 1 a - S 2 a.—Elementary Course. (4 points.)

This course offers a thorough study of the fundamental principles of grammar, and aims to impart the ability to read, write and, to some extent, speak simple Spanish. Special attention is given to aural and oral practice.

HELEN M. LANE, M.A.
Jouin Hall 27. 1-2.

SPANISH S 3 a.—Elementary Prose Reading. (2 points.)

This course is organized to meet the need for an early reading knowledge. It begins with the simplest prose and aims to develop in the student the ability to read easy Spanish.

HELEN M. LANE, M.A.
Jouin Hall 27. 11-12.

SPANISH S 10.—Intermediate Reading. (2 points.)

(Prerequisite: two years of Spanish.)

This course is intended for students who desire to acquire facility in reading Spanish. Particular attention is given to sight-translation. The texts are selected to furnish variety of material and style together with an extensive practical vocabulary.

HELEN M. LANE, M.A.
Jouin Hall 27. 10-11.

SPANISH S 21.—Composition and Conversation. (2 points.)

(Prerequisite: two years of Spanish.)

This course includes a review of the principles of grammar in connection with practical exercises in composition, thorough study of the commonly used idioms; drill on vocabulary; dictation, exercises carefully planned to develop the aural aspect of the language. Conversation is based on exercises and general topics.

HELEN M. LANE, M.A.
Jouin Hall 27. 9-10.

THE

Catholic Summer School of America

IN CO-OPERATION WITH

FORDHAM UNIVERSITY

Summer Courses

July 5 to August 10, 1933

AT

CLIFF HAVEN

ON LAKE CHAMPLAIN, N. Y.

FACULTY OF FORDHAM UNIVERSITY
at
CATHOLIC SUMMER SCHOOL OF AMERICA

VERY REV. ALOYSIUS J. HOGAN, S.J., Ph.D.
PRESIDENT OF FORDHAM UNIVERSITY

REV. JOSEPH A. LENNON, S.J.
DEAN OF FORDHAM UNIVERSITY COURSES

REV. JOHN D. ROACH, LL.D.
DIRECTOR OF FORDHAM UNIVERSITY COURSES

FRANCIS X. CONNOLLY, A.B. . . . . *English*
JOSEPH M. CONNORS, M.A. . . . . *Education*
WILLIAM P. FINLEY, Ph.D. . . . . *History*
REV. JOHN S. MIDDLETON, Ph.D. . . . . *Philosophy*

REGISTRATION

No entrance examination is required, provided that all entrance requirements demanded by the University have been properly fulfilled in an accredited high school or academy. As the work is conducted by Fordham University, it must meet its standards. Requirements for B.A. and B.S. degrees will be found in the general catalogue of Fordham University (sent on request).

Each student is strictly limited to three courses.

Detailed requirements for all undergraduate degrees conferred by Fordham University may be had on application to the Registrar of Teachers College, 233 Broadway, New York, N. Y. Students working for such degrees at this University will inform themselves of these requirements, as credit for courses not demanded for such degrees will not be accepted by substitution for courses that are so required. Mere registration for a course does not mean that the course will be accepted towards a degree.

ADVANCE REGISTRATION

Those registering in advance will be alloted choice of rooms in order of registration, provided $25 is paid on account at time of registering.

RESIDENCE

All students must reside on the School grounds, unless in actual residence at their regular homes in the neighborhood. This does not apply to religious.

The University residence requirement is met by the courses at Cliff Haven.

LODGING, MEALS, TUITION

Guests at the Catholic Summer School live in large cottages and all eat at a central dining hall. Students for the Summer Courses will be exactly on the same footing as all guests of the School as regards lodging and meals and all general privileges, rooming in the same cottages and eating at the same tables. The special rates offered to students are for two in a room. Larger rooms, to accommodate three or four, may be had for those desiring them. All rooms have hot and cold running water.

The entire charge for the session of five weeks is $165. This includes registration fee, lodging, meals and tuition for two courses. Additional courses will cost $10 a credit extra.

Students may arrive Wednesday, July 5, and leave after lunch, Thursday, August 10.

For those in residence at bona fide homes or private cottages on the School grounds, a registration fee of $5 will be charged and $10 for each credit.

All fees must be paid at or before the time of registration. Checks or money orders should be made payable to the Catholic Summer School.

For information about room reservations, etc., write to Catholic Summer School of America, 321 West 43d Street, New York, N. Y.

COURSES FOR 1933 SESSION

EDUCATION

EDUC. CH 11.—History of Education, I. (2 points.)

A general survey of the history of education from ancient times to the Protestant Revolution. Particular attention will be given to the following topics: Greek education; Roman education; the beginnings and main contributions of Christianity; the monasteries and the preservation of learning; the Carlovingian revival; the school system and education of the Middle Ages; scholasticism; universities; the Renaissance; humanism.

Period 1. Room 7. JOSEPH CONNORS, M.A.

EDUC. CH 31.—Educational Psychology, I. (2 points.)

An introduction to the more important psychological principles as they apply in the field of education. This section will include a discussion of developmental tendencies, motivation, the learning process and the factors influencing efficient learning, transfer of training, understanding and generalizing.

Period 4. Room 7. JOSEPH CONNORS, M.A.

EDUC. CH 37.—Elements of Achievement Testing. (2 points.)

An introductory survey will be made of the more important achievement, diagnostic, and survey tests. Techniques for scoring, presentation and interpretation of results will be given.

Period 2. Room 7. JOSEPH CONNORS, M.A.

ENGLISH

ENG. CH 13.—Precepts of Poetry. (2 points.)

(Required.)

The nature and province of poetry. The emotional, imaginative and intellectual element. Points of form. An examination of epic, lyric and dramatic poetry. General laws of versification, including the standard forms of verse: the ode, the sonnet, the Spenserian stanza, etc. The French forms of verse: the triolet, the rondeau, etc.

Period 1. Room 8. FRANCIS X. CONNOLLY, A.B.

ENG. CH 23.—History of English Literature from 1700. (2 points.)

(Required.)

History of English literature from the Restoration to the present time. The classical, romantic and realistic schools. The development of the novel and the essay. Reading and study of the prose writers of the Eighteenth and Nineteenth Centuries.

Period 4. Room 8. FRANCIS X. CONNOLLY, A.B.

ENG. CH 29.—American Literature. (2 points.)

A brief survey of colonial literature will be followed by a critical appreciation of the literary development of this country from Irving and Cooper to the present time. The origin and development of the American forms of the short story. The Eighteen-Nineties in America. The beginners of the new forms. Reading and study of the leading authors of each period.

Period 3. Room 8. FRANCIS X. CONNOLLY, A.B.

HISTORY

HIST. CH 161.—American History—Colonial and Revolutionary Period, 1492 to 1783. (2 points.)

European beginnings; settlement of British Colonies; conflict with France for control of North America; causes, events and results of American Revolution.

Period 3. Room 10. WILLIAM P. FINLEY, Ph.D.

HIST. CH 162.—History of the United States—Early National Period, 1783 to 1828. (2 points.)

Articles of Confederation; critical period; formation of the Constitution; establishment of national government; foreign affairs; War of 1812; national development after War of 1812.

Period 4. Room 10. WILLIAM P. FINLEY, Ph.D.

HIST. CH 166.—American History—1865-1933. (2 points.)

Reconstruction; industrial expansion; industrial legislation; finance; the tariff; capital and labor; reformist attempts of Roosevelt and Wilson; the World War and problems growing out of it; life and letters.

Period 1. Room 10. WILLIAM P. FINLEY, Ph.D.

PHILOSOPHY

PHIL. CH 11.—Dialectics or Formal Logic. (2 points.)

Philosophy: definition and division. Logic, minor and major. The three operations of the mind. *The Idea.*—Divisions of ideas. Universals. The predicables. Porphyrian tree. Divisions of terms. Analogy. Supposition of terms. *Judgment.—Divisions.* Propositions, divisions. Opposition, equipollence, conversion. *Reasoning.*—The syllogism, laws, kinds, figures and modes. Fallacies. Definition and division.

Period 2. Room 9. REV. JOHN S. MIDDLETON, Ph.D.

PHIL. CH 41.—General Psychology, I. (2 points.)

Life; defined, its grades, origin. The principle of life in the plant and the brute animal. Sensation. The external and internal senses. The sensitive appetite. The passions.

Period 3. Room 9. REV. JOHN S. MIDDLETON, Ph.D.

PHIL. CH 51.—Ethical Principles. (2 points.)

Ethics; its nature, object, necessity, scope. Human acts. Man's final end; objective and subjective. Meaning of moral good. Moral determinants. Theories of moral Positivists. The criteria of morality. The eternal law. The natural law.

Period 4. Room 9. REV. JOHN S. MIDDLETON, Ph.D.

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